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Five dentists, 17 dental assistants, and three dental hygienists participated in the dental assistant teacher training institute held at Marquette University, Milwaukee, Wisconsin, June 25 to July 21, 1967. Curriculum objectives were based upon analysis of the job of the dental assisting instructor; the following units were chosen to meet the objectives: (1) orientation, (2) teaching and learning, (3) evaluation and testing, and (4) organization and management. On the first day of the institute, participants compiled a questionnaire regarding their needs and objectives. Some indicated they would have administrative responsibilities, others primarily teaching responsibilities, and others a combination of both. The objectives stated were in keeping with the objectives previously developed for the institute. Teaching methods included practice teaching of institute members, lecture, discussion, and small group activity. Written evaluations at the end of the third and fourth weeks and four months after the institute indicated general satisfaction with the outcomes. Both administrators and classroom teachers indicated utilization of learnings in the post institute evaluation. An appendix includes forms, content outlines and instructional materials, and evaluation questionnaires. (JK)

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FINAL REPORT
Project No. 7-0463
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1967 SUMMER TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING

December, 1968

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Final Report

1967 SUMMER TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING

Project No. 7-0463
Grant No. OEG-1-7-070463-3546

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December, 1968

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Marquette University

Milwaukee, Wisconsin

REPORT

1967 SUMMER TEACHING INSTITUTE IN DENTAL ASSISTING

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SUMMARY BRIEF

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Project No. 7-0463
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SUMMER TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING, 1967

The trend in the health professions is to delegate services of a non-professional nature to auxiliary personnel. In the practice of dentistry, the utilization of the dental assistant is a recognized method to provide dental care to a greater number of people in a more efficient manner. However, the numbers of programs for the training of the dental assistant has been limited fy the lack of trained teachers to staff these programs.

To assist in meeting this need, Marquette University School of Dentistry, Department of Education and the Division of Continuing Education and Summer Sessions presented a four week Institute in Teacher Training in Dental Assisting from June 25 to July 21, 1967.

Twenty five participants attended the Institute, five dentists, seventeen dental assistants and three dental hygienists. All participants were either employed teachers/ administrators or had a committment to teach in a dental assisting program.

The objective of the Institute was to present an intensive theoretical and practical program of experiences requisite to become trained as an instructor in dental assisting subjects. The Institute did not attempt to provide for learning or improving dental assisting skills.

The objectives for the curriculum were selected by an analysis of the job of the dental assisting instructor and the abilities needed to function in this role. Four units of instruction, Orientation, Teaching and Learning, Evaluation and Testing, Organization and Management were chosen to meet the objectives. A variety of teaching methodologies were used as demonstrations and to provide background knowledge and information.

The Institute was evaluated by assessing the extent to which the objectives of the Institute and its participants had been met. At the end of three weeks, the participants indicated satisfaction with everything except the amount of time spent on dental assisting skills although this had not been the objective of the Institute. The same satisfaction was expressed at the conclusion of the Institute. The post Institute questionnaires showed that the summer experiences had been helpful and were being put to use by the participants.

INTRODUCTION

INTRODUCTION

Summer, 1967, Marquette University, Milwaukee, Wisconsin, conducted an institute for a limited number of teachers of dental assisting programs.

Studies of the trend in the health professions to delegate services of a non-professional nature to auxiliary personnel has provided statistical data on manpower, numbers needed in the future and numbers of educational facilities necessary to educate and train these auxiliaries. The problem of providing teachers to function in these programs is well-known and shown in the literature. Among members of the dental profession, the utilization of the dental assistant has been recognized as one method to provide the dental health care demanded and needed by the public.

The dental student in every dental school is being given training and an opportunity to work with chairside assistants through federally supported Dental Auxiliary Programs. These students on graduation expect to employ trained auxiliary personnel. They realize that the preceptorship method of training auxiliaries is not functional in present day dental practices.

To provide the vast numbers of trained dental assistants that are needed (projected to the hundred thousands), formal educational programs are necessary. However, the number of programs for the training of dental assistants that can be initiated or continued is limited by the number of qualified teachers to staff these programs.

To assist in providing teachers for dental assisting programs the Inter-agency Committee* and the staff of the summer programs at the University of North Carolina and the University of Detroit encouraged and recommended that short term programs for dental assisting teachers be developed. This is recognized as an interim measure only and programs of greater depth are needed.

In response to requests from the Wisconsin State Board of Vocational, Technical and Adult Education, the Wisconsin State Dental Society, the Wisconsin Dental Assistants' Association and in view of the recommendations of the Inter-agency Committee and those in the reports on Summer Institutes for Dental Assisting Teachers was offered by Marquette University in 1967,

The purpose of the 1967 Institute was to provide a short term program for the training of teachers of dental assisting programs. The program was designed for participants selected from the following groups:

1. Prospective teachers of dental assisting with occupational experience and/or educational preparation in the dental hygiene fields.

2. Teachers presently employed in dental assisting programs - dentists, dental assistants, dental hygienists.

3. Dentists serving as supervisors, advisors or consultants to dental assisting programs.

The main objective of the 1967 Summer Teacher Training Institute was to provide theoretical and practical learning experiences requisite to becoming trained as an instructor in dental assisting programs.

Learning experiences were selected, structured and guided, that would permit the occupationally competent teacher and/or administrator of a dental assisting program to learn his assigned role with some degree of competence during the four week Institute sessions.

The curriculum was structured to include the following teaching methodologies: lectures, seminars, demonstrations, student participation in practice teaching and lesson planning, use of instructional aids in teaching, consultative services, field experiences.

This Institute provided a concentrated short-term training program in the teaching of dental assisting subjects to a limited number of participants. The methods utilized and experiences proveded were geared to the training of an effective teacher and/or administrator in a dental assisting program and did not attempt to provide for learning or improving dental assisting skills.

The Institute was held at Marquette University, School of Dentistry, Milwaukee, Wisconsin, June 26 through July 21, 1967. Twenty-five selected participants attended.

Five questionnaires were devised for the purpose of involving the participants in setting objectives for the Institute, assessing participant needs and determining the degree to which the Institute met the participant needs. On the final day of the Institute, leaders of the discussion groups formed a panel for oral evaluation. A post Institute questionnaire was mailed to the participants five months after the close of the Institute.

*Inter-agency Committee was composed of members of: The American Dental Association, Council on Dental Education; the American Association of Dental Schools; United States Public Health Service, Division of Dental Health; American Dental Assistants' Association; American Dental Hygienists' Association; Wisconsin State Board of Vocational, Technical and Adult Education; Wisconsin State Board of Health, Dental Division.

METHODS AND PROCEDURES

METHODS AND PROCEDURES

A series of planning conferences was held to determine actual subject matter, content and structure of the Institute. Members present at these planning conferences included dentists, educators of dental auxiliaries, vocational educators, program administrators, nurse educators, and a representative of the contracting agency (Marquette University). The latter person served as Institute Director.

The planning group recognized early in its sessions that there were four basic tasks involved in the formulation of a curriculum or plan of instruction for the Institute. These four tasks were:

1. To determine the objectives which the course or program should seek to attain.

2. To select learning experiences or learning situations which will help to bring about the attainment of these objectives.

3. To organize these learning experiences so as to provide continuity and sequence for the student and to help him integrate what might otherwise appear as isolated experiences.

4. To determine the extent to which the objectives are being attained.

This view rests on the assumption that education is a process for changing the behavior patterns of human beings. As a result of this process, it is expected that individuals will acquire ideas they did not have before, improve their ways of thinking, develop tastes and sensitivities, modify their attitudes and improve in other desired ways.

The planning group reviewed reports of three Teacher Traning Workshops previously conducted at the University of North Carolina and University of Detroit. Also reviewed by the group were the following documents:

1. A suggested course guide entitles, "The Preparation of Occupational Instructors" - OE - 80042. This guide was developed and first published pursuant to a contract with the United States Office of Education by the Industrial Education Department, Division of Extension, The University of Texas at Austin in 1965.

2. "Organizing a Dental Assistant Training Program" - OE - 84030.

3. "Requirements for Approval of Educational Programs for Dental Assistants" as delineated by the House of Delegates of the American Dental Association in October, 1960; with subsequent amendments.

4. Preliminary Draft of "A Survey of Dental Assisting Curricula in the California Junior Colleges" - Bureau of Industrial Education, State Department of Education - Sacramento, 1966.

The group also noted that an informal survey of several dental assisting programs in the Midwest region of the country revealed a wide variety of faculty preparation and experience. The preparation ranged from Certified Dental Assistants with occupational experience but lacking academic preparation in Teaching Methodology to the dental educator experienced in the techniques and practice of dentistry as well as Teaching Methodology. By far the most common method of learning the teacher role was on-the-job experience.

As a result of its findings, the group decided to limit the Institute to the preparation of occupationally competent individuals for reaching dental assisting subjects.

The objectives were selected by an analysis of the job of the dental assisting instructor. This analysis suggested the following abilities as being needed to function in this role:

1. To participate in developing the philosophy and objectives of the dental assisting program.

2. To participate in the organization of the program and the development of the curriculum.

3. To function effectively within the administrative framework of the controlling agency such as the vocational, technical school, junior college or university.

4. To select appropriate learning experience in relation to objectives of the program and needs of students.

5. To assess the student dental assistant's needs and readiness for specific learning particularly when the student assistant is a member of a minority group or lower social economic level group which has few representatives in these professional activities.

6. To select, plan, and use appropriate method of teaching related to:

    a. Depth and breadth of content.

    b. Educational background and previous experience of student.

    c. Objectives of the program.

7. To evaluate educational tools (textbooks, films, pamphlets, field trips, exhibits, etc.) in respect to their usefulness to the dental assistant student.

8. To teach the content of dental assisting, including theory and related practice in the clinical setting.

9. To evaluate and use available resources of school and community.

10. To participate in the selection of prospective students for the dental assistant program particularly in the recruiting of candidates from lower social, economic or minority segments of the population.

11. To do educational counseling appropriate to a wide range of social, economic backgrounds of the students in an individual dental assisting program.

12. To keep appropriate records for students.

13. To do vocational counseling such as job placement and follow-up of graduates.

14. To interpret the role of the dental assistant and the place of dental assisting within the field of dentistry to:

    a. Prospective students.
    b. Dentists.
    c. Allied professional groups.
    d. Lay public.

It was hypothesized that:

1. The primary concern of a new or inexperienced teacher in a dental assisting program would be attainment of abilities numbered 4, 5, 6, 8 in the previously cited listing of abilities.

2. The primary concern of a new or inexperienced administrator or director of dental assisting program would be attainment of abilities numbered 2, 3, 10, 14 in the previously cited listing of abilities.

3. Of concern to both new teacher and new administrator would be attainment of abilities numbered 1, 3, 7, 9, 11, 12, 13 in the above list.

The Learning Experiences Selected for the Participants of the Institute to help bring about the attainment of the stated objectives included the following:

Constructing lesson plans

Constructing course outlines

Previewing and incorporating audio-visual teaching aids into practice teaching assignments

Practice teaching to a group

Group evaluation of practice teaching

Field experiences for students in a school for dental assistants

Presentation of four-handed dentistry

Construction of a manual

Exposure to community resource people

Discussion of admission policies, student records, student counseling, the placement and follow-up of graduates

Discussion of curriculum patterns in schools of dental assisting

Discussion of legal aspects in administering the clinical phase of a school's training program

The group drew heavily upon the manual, "The Preparation of Occupational Instructors" - OE - 80042, as the later document contains sample lesson plans, guides, and handout sheets required by a Teacher Trainer to teach a basic course in Training Techniques for the Occupational Instructor who must begin his assignment with a minimum of preparation. The group was cognizant of the limitation of the time factor (four weeks) for carrying out its objectives. It appeared that the most expedient organization of the four weeks' time was to divide the content of the Institute into four units as follows:

Unit I	Orientation
Unit II	Teaching and Learning
Unit III	Evaluation and Testing
Unit IV	Organization and Management

Unit I - Orientation - designed to explain the program of the Institute.

Unit II - Teaching and Learning - designed to cover the 4-step plan of instruction, principles of learning, teaching, related information, use of group and individual instruction, oral questioning techniques and use of teaching aids.

Unit III - Evaluation and Testing - designed to acquaint the trainees with some of the objectives and principles of testing. Time was allowed for construction of tests, for measuring attainment of evaluation skills and related information.

Unit IV - Organization and Management - designed primarily to inform trainees about non-teaching responsibilities they may face as instructors of dental assistants. This unit covered surveying and inventorying facilities and equipment, managing the physical facilities, safety factors, requisitions, reports, records, functions and selection of Advisory Board Members.

A sub-committee of Institute instructors was formed and met with the Institute Director several times over a period of six months to plan the specific content, the schedule of instruction, and to allocate responsibility for each area of instruction. There was general agreement among the members of the sub-committee that the 4-step teaching method could provide opportunities for demonstrating teaching of many dental assisting skills. The specific skills selected for demonstration were as follows:

Preparation of Plaster Models in Rubber Molds
Mounting Radiographs
Anatomy: The Maxillary Molars
Radiation Protection
Carving Wax Pattern to a Cavity Preparation on a Model Tooth
Recording Dental Restorations
Types of Sterilization
Records: The Appointment Book
Mixing Zinc Phosphate Cement for a Luting Agent
Tray Set-up for a Class / Cavity Preparation
Use of a Pamphlet in Patient Education
Care of the Dental Handpiece

It appeared to the sub-committee that these topics were conducive to the development of lesson plans featuring demonstrations and the use of many forms of audio-visual aids.

The Institute was planned on the basis of one hundred and twenty hours of instruction with sessions meeting six hours per day, Monday through Friday for four weeks. One Saturday session was planned to provide for the time lost on July 4th. The reader is directed to the appendix of this report for a final schedule of instruction.

PUBLICITY - BROCHURES - APPLICATIONS

According to the time schedule, the institute was to have been publicized in January upon notification of grant approval. In February, although notification had not been received, it was decided that an announcement of the institute should be prepared and circulated.

Marquette University assumed the responsibility for preparing and mailing the announcement to the editors of the Journal of the American Dental Association, the American Dental Assistants' Association, the American Dental Hygienists' Association, the American Association of Dental Schools and the American Association of Dental Examiners. Announcements were sent to constituent and component dental societies that published a newsletter, monthly or quarterly bulletin. Announcements were also sent to existing or proposed programs in dental assisting, to Dental Auxiliary Utilization Programs, to constituent dental hygiene associations, to accredited and new schools of dental hygiene, to secretaries of state boards of dental examiners.

Wisconsin Board of Vocational, Technical and Adult Education assumed the responsibility for mailing announcements to state and local boards of vocational education, to the American Association of Junior Colleges and the National Association for Public School Adult Education. The American Dental Assistants' Association mailed notices to constituent dental assistant associations. Approximately five hundred and fifty announcements were circulated.

A brochure and application form (see Appendix) was prepared by the Division of Continuing Education and Summer Sessions. These were mailed to State Boards of Vocational Education and State Boards of Dental Examiners in each state, to the American Dental Association and to Directors of Summer Sessions in Jesuit Colleges.

Requests were received from 119 sources for 130 applications. Eight of these were made prior to the announcement as result of publication by the Office of Education of proposals under consideration by that office. Thirteen inquiries were received after the institute was in session. A breakdown on sources indicates requests from 99 individuals; 14 departments of education; 6 each from universities and vocational schools, Foundations, junior and community colleges, and clinics account for the balance.

Seventy-three completed applications were received from 12 dentists, 47 dental assistants, 12 dental hygienists, two applicants with no connection to either teaching or dentistry. Three applications were withdrawn prior to action of the selection committee.

SELECTION

Eligibility for acceptance to the institute had been stated as: Those prospective teachers of dental assisting with occupational experience and/or educational preparation in the dental assisting fields; teachers presently employed in dental assisting programs; dentists serving as supervisors, advisors or consultants to dental assisting programs.

With the numbers of applicants, it was necessary for the selection committee to review the eligibility criteria. The following additions were used when screening the applicants: commitment to a position in a dental assisting program; geographic location; type of program or institution if presently teaching; past educational and occupational experience. Persons who had the benefit of a previous program (North Carolina - Detroit) were not considered. The selection committee felt that the participants would benefit in their group and class room work from the exposure to other members of the dental health team with diversified backgrounds from several types of dental assisting programs representing the many regions of the country.

Of the seventy applicants, twenty-five were selected, eleven placed on an alternate listing and thirty-four were denied. Two selected applicants withdrew their applications and two of the alternates were accepted. The participants who attended the institute included five dentists, seventeen dental assistants and three dental hygienists.

Each applicant was notified by letter of the status of their application, accepted, denied or on an alternate listing. The letter to accepted applicants gave directions to applicants regarding the filing of transcripts, the first meeting of the participants on Sunday evening prededing classes. An application for reservation in University residence halls and a return registration card was enclosed. A ten dollar registration fee was required to assure that a place in the Institute would be reserved. (The participants were reimbursed as grant funding for participants included this item.) Persons on the alternate listing were notified by letter as soon as it had been determined that the twenty-five accepted participants were in residence.

The Participants as a Population Sample

Twenty-five states and the Province of Alberta, Canada, were represented by the five dentists, seventeen dental assistants and three dental hygienists that attended the Institute. A review of the listing of the participants (Appendix) will show that all regions of the country and Texas had representation.

Each of the participants had a commitment to teach for the 1967-68 school year. A tabulation of the types of institutions in which they would be teaching shows: eight vocational schools, five dental schools, three community colleges, two junior colleges, two colleges, two trade schools, one senior high school, one university and one in the federal service.

The teaching experience of the participants ranged from none to fourteen years. Eighteen had had some teaching experience, of these, fifteen participants had taught in programs for dental assisting. Five under one year; five one to three years; five from three to five years. The variety in the types of institutions offering these courses is reflected in the following: six in vocational schools (city, district, county, area); two each in colleges and universities; one each in a dental school, a junior college, a trade school, an opportunity school and one in the Alaska Native Service Branch of USPHS. Two other members of the group indicated teaching experience in dental schools and one member had taught science and mathematics at the high school level.

Of the seven who had no formal teaching experience, one had served as a naval dental officer' six were certified dental assistants with four to sixteen years experience in dental assisting and three of these had been employed in Dental Auxiliary Utilization Programs. Fifteen of the seventeen dental assistants were Certified Dental Assistants, two were completing the correspondence course for certification. One dental hygienist was also a C.D.A.

All of the participants had vocational, college or professional education beyond high school with twenty-one indicating college level work on either a full or part time basis.

The age range of the participants was twenty to sixty-one with seven each between 20-29 and 50-59; and a median age of thirty-seven. The reader is referred to Appendix for comments of the participants regarding this population group.

FACILITIES

All of the facilities of Marquette University were made available to participants of the Institute. Residence hall accomodations within four blocks of the School of Dentistry were available and all but one participant chose to live in a residence hall with 15 in one of the halls. Food service was available at Brooks Memorial Union and the School of Dentistry. As Marquette is an urban university, restaurants, theaters and shopping areas were within walking distance of the residence halls.

The sessions of the institute were held in the School of Dentistry. The classroom was furnished with tables and chairs which could be used in the traditional classroom setting or for group work. The arrangements could provide for any sized group from two to twenty-five.

A completely equipped dental technique laboratory was used exclusively by participants. Lounge area and individual lockers were provided. Facilities and equipment for the production and evaluation of instructional aids were available and included a television studio, photographic department, film reviewing room.

Books, periodicals, resource materials were available to the participants in the classroom, the Medical-Dental Library and the Memorial Library. Typing and duplicating services were supplied for student assignments.

Clinical areas of the School of Dentistry were open to participants with special interests and the Dental Auxiliary Utilization Program and the radiography department were used in the demonstrations.

RESUME OF PROGRAM

The schedule of daily activities was structured to provide information and skills to the participants as teachers of dental assisting subjects. As those selected had backgrounds that provided them with the technical information and skills used in dental assisting, the emphasis was on the teaching methods and skills needed to train students in dental assisting programs. From the variety of methods used during the Institute, the participants were exposed to a demonstration of a method of teaching as well as to knowledge needed to become a competent teacher. They observed and reacted as students to the methodology, and also had to change roles and become the teacher.

Although the objectives for the Institute had been established by the planning committee, the participants were given a questionnaire (see Appendix) the first day of the Institute. This was designed to permit the students to express their personal concerns, areas of responsibilities, potential problems, and their objectives in attending the Institute. The staff was able to review these objectives with those originally planned. It appeared that the concerns of the majority of the participants would be met; but due to limites of time, some of the problem areas of the few could not be handled.

The original schedule was followed with few variations. (Appendix) At student request, an additional session on counseling and student selection took the place of reporting on field experiences, and an after hours session was held with the University's Admissions Director on recruitment, admission policies, and administration.

Unit II

The lecture - discussion followed by group-centered, leader directed technique was used in the areas of curriculum, patterns and construction, and preparation of teaching units.

In the lectures on curriculum it was pointed out that a curriculum may be defined as an integrated group of courses of study of appropriate types and lengths, arranged in proper sequence, and leading to a defined educational objective. The chief objective of the curriculums of the vocational program is the preparation for effective entrance into beginning or entry jobs in a specific occupation. The main objective of the curriculum of the Technical program is preparation for entrance into beginning jobs in a specific cluster of occupations of Technician Type. A definite curriculum is provided for each cluster and is a distinct entity, although some of the basic courses of a curriculum may also find an appropriate place in one or more other curriculums.

Curriculums may be developed in several different ways such as: "Lifting" the curriculums from some other institution. The "scissors and paste pot" method. Opinion analysis. Occupational analysis. Combination of all of these.

There are controls that effect the curriculum, particularily if the proposed curriculums is to be added to programs of an existing institution. These controls dealt with the length of the program, division by terms or semesters, nature of the curriculum pattern, required subjects, general education mandate, entrance requirements, type of schedule of institution (periods per day and week, length of periods, length of school year) requirements for diploma, certificate or associate degree, needed space and equipment.

CURRICULUM DESIGN AND BALANCE

Since the primary objective of a dental assistant education program is the development of technological understanding and skills, a substantial portion of the total content of the curriculum is made up of the technology of the occupational cluster. This proportion will vary somewhat in different institutions with some curriculums providing as much as 80 percent. In well-rounded programs, the proportion of technological content often runs from 50 per cent to 60 per cent, supplemented by basic and related science to the extent of 20 to 30 per cent.

The general education content (English, Psychology or Sociology) to be included in the curriculum does not come directly out of the occupational analyses. This is usually determined by the broad (general) objectives of the program, the degree to which the curriculum is aimed specifically at the technological needs, the philosophy of the institution in which the curriculum is to be offered. The amount of general education will vary with the total length of the curriculum in semester hours, and the time required to take care of all the technological needs.

Breakdown of Procedural Steps in Designing a Curriculum

A. Decide on the major component areas of the curriculum.

B. Set up tentative course titles designed to cover the content of each major component area.

C. Allocate the selected curriculum content under the appropriate course title.

D. Decide on the type of instruction needed for each course.

E. Determine the tentative length for each course in terms of total contact hours, outside study required and total credit hours.

F. Arrange the courses in appropriate instructional order.

G. Allocate the courses into semesters or terms with approximately equal work loads.

H. Work out a tentative time schedule for the curriculum.

I. Be prepared to revise the courses, sequences, and schedule, as may be found necessary.

J. Build evaluation instruments into the curriculum so that attainment of stated objectives can be measured.

Curriculums for three dental assisting programs were reviewed, criteria and guidelines for curriculum construction were handed out. Each student was provided with the O.E. - 84030 publication and an outside reading assignment was given on the Knowledge and Abilities Needed in Dental Assisting.

In laboratory periods, curriculum problems were presented to the students, working as groups in the table seating arrangement. The follow-up on the reading assignment was to identify general from specific knowledge and skills of the dental assistant, group these into four broad areas for dental assisting programs, then select those skills and abilities necessary for a course and write samcourse outlines.

The students were given a listing of the steps in the development of a course of study, a check list for reviewing the course of study and some guides for instructors in setting up a course of study. (Appendix)

Student effort of a group assignment of the preparation of a course outline, "Office Management". (Appendix) Additional time was spent on outlines for a course in Dental Theory and in Laboratory Procedures. Improvement was noted as the participants continued their work on other course outlines, but the limited time precluded the possibility of a truly satisfying experience in completing, reviewing, and"trying out" an outline. These experiences did point up that the preparation of a course outline was time consuming, demanding, takes planning, refinement, execution evaluation and revision.

Theories and Principles of Learning were presented in a lecture method to provide information to the teacher trainees on how adults learn, differences and sameness of individuals and how to motivate and maintain a high level of interest on the part of the learner.

This Instructor-Centered presentation demonstrated one method of teaching. It allowed the trainees to evaluate the technique, listedn to a lecture presentation and take notes. They were made aware of the importance of teacher preparation to meet student needs. The Four Step Method of Instruction was introduced applying the principles of learning to each step. (Appendix)

Practice Teaching. Considerable time was devoted to this area by the trainees, requiring them to make the application of their learning experiences to a teaching situation. The participants were divided into six groups, topics were assigned to each group. (Appendix) The groups were charged to prepare lessons plans, one, Manipulative Skill, one on Related Technical Information. Two from each group were to be selected to present the lesson to the rest of the participants and faculty observers. Each group formulated their lesson plans utilizing the Four Step Method of Instruction. For each assigned topic, a Job Breakdown sheet, Instructor"s Lesson Plan were prepared for either the Manipulative Skill or the Related Technical Information (Appendix)

The practice teaching demonstrations were strengthened through the evaluation by the Institute Participants using Check Sheets for Practice Teaching and by discussion with the faculty observers in the classroom and privately.

To assist the participants in lesson plan construction and in their practice teaching demonstrations, faculty mem bers presented demonstrations and analyzed the Four-Step Method for a Manipulative Skill, "Preparing Base Plates" and Related Technical Information using the same subject. (Appendix)

Manipulative Skill is a process of doing the job and teaches a skill. Teaching a manupulative skill entails step by step demonstration of the job to be done.

Before teaching a skill, the instructor should complete a Job Breakdown Sheet indicating what the student will be expected to do and what he must know to do the job correctly, safely and accurately. The next step is to prepare a Lesson Plan for the skill that spells out the equipment, materials , and teaching aids to be used. A detailed listing is made of each step in the operation with key points given for the task to be done. After the demonstration of the step by step operation is completed, the learner will practice the job (the first practice session under close supervision). The performance of the skill is tested and evaluated using a standard that has been set and known by both the student and the instructor. The operation is repeated until the skill has been learned and the performance evaluated at the acceptable standard.

Prior to the time scheduled for the demonstration of a skill, students should be assigned reading to understand more clearly what is being done and what will be expected of them.

Related Information provides the knowledge necessary to understand what is done and how to do it correctly. Related information does not teach a skill, but is to enrich the student's background, understanding, and knowledge.

Related information can be divided into areas: 1) Information of a technical nature and 2) general information. Related information is never taught with a demonstration of a skill, but the student should know and use the related information when practicing the skill.

Although the assignment was to utilize the Four-Step Method of Instruction, the preparation and presentation of the learner steps were given in the traditional lecture form in the early demonstrations. Following the evaluation by faculty observers and fellow participants, this tendency decreased in later presentations and discussion and question-answer participation from the class were incorporated into the practice teaching.

GROUP INSTRUCTION COMPARED TO INDIVIDUAL INSTRUCTION

Lecture approach was utilized in presenting information on the philosophy, principles and practices on group instruction compared with individual instruction.

The sophistication of the teacher in recognizing the timing of one compared to the other technique is important in the learning process. It is important to consider the most advantageous technique for the student's advantage.

Group Instruction can be used when relating information lessons or, for teaching skill lessons to a very small group.

Advantages of Group Instruction:

1. More persons are reached at the same time and material is covered more quickly.
2. All learners receive the same information.
3. Individuals within a group tend to motivate one another when they have common goals.
4. Useful for teaching basic and elementary principles.
5. Students can help classmates within the group if the

teacher has not communicated with all members.

Advantages of Individual Instruction:

1. Makes teaching more thorough
2. Instruction can progress with learner"s speed.
3. Instruction is easier -concerned with one person.
4. Provides opportunities for remedial work.
5. Allows for the use of varied instructional techniques to meet the needs of the particular individual.

Teaching Materials

The use of teaching aids was well demonstrated throughout the Institute by all of the faculty and consultants. Prior to the student teaching demonstrations, one full day was devoted to teaching materials.

The presentation of information on teaching materials included purposes and values, types, uses, and preparation. Aids were utilized throughout the presentation. The appliphase was in a laboratory practice session that allowed all participants to prepare many of the teaching materials, e.g. transparencies, slides, shadow graphs, teaching models. The use of film and slide projectors, tape recorders and overhead projectors was demonstrated and practiced. A demonstration using closed circuit television was given with participation of the students in the program. This gave them a very complete picture of the preparation needed for this type of teaching and of the breakdowns that must be anticipated.

Teaching Manuals

Trainees were assigned the preparation of a teaching manual that would be useful and effective for them in their own program. This gave them experience in selecting, evaluating and organizing materials for units and projects. The assignment was also valuable in that it acquainted the students with information on sources for various types of teaching materials.

Students were provided with some guidelines for the design of a teaching manual, but were cautioned that the design and use of a manual was a very individual undertaking. Materials the might be useful were given to each participant such as handout sheets from Suggested Course Guide, OE-80042; samples of outlines, forms, curriculums, and course descriptions from dental assisting programs. Calalogues, guides, glossaries, reprints, professionally prepared materials as well as a listing of references for teachers of technical subjects in dental assisting were available.

UNIT III EVALUATION AND TESTING

In a lecture presentation followed by class discusion consideration was given to concepts underlying the rational for testing; instruments and techniques in measurement; principles of individual differences and psychological measurements. In the development of evaluation and testing materials, the teacher needs to be aware that evaluation is a continuour process and is part of the instructional process. That it is a learning and testing, therefore should be educationally relevant and not intimidate students, but rather prepare them for goals that are reachable. When evaluating performance it is essential that both the teacher and student know and understand what is considered acceptable performance.

The reasons for testing are to measure teacher effectiveness and to determine if the objectives for the materials presented have been met. Tests are a teaching tool to assist in the learning process, to provide motivation, to evaluate achievemant and to point up teacher / student strengths and weaknesses.

The characteristics of a good test are validity, reliability, discrimination, and comprehensiveness. A good test should be easy to administer and to score, should be able to be scored without bias. The lecturer presented materials on the formulation of a multiple choice test with suggestions for improvement that any teacher could use on evaluation forms and on achievement.

In, grading the traditional method is the percentage system using a spread of numbers for each letter grade, i.e. 93-100 - A, 85-92 - B, etc. This method can also be used in the weighting of scores as in dental assisting there would be laboratory performances, notebooks, quizzes, examinations and professional attitudes to be graded.

For a change of pace, a brain-storming session was held to allow the students to express their opinions on professionalism which they had defined as the attitudes and values which are developed by identification with other people in the home and at school.

The participants contributed words which expressed the attitudes and values that they would hope to develop in a dental assisting student. A listing of eighty words was compiled with much discussion,interpretation and on means for developing these traits in students.

Performance Tests

One area of special interest to teachers of skills if that of the evaluation of the students performance of these skills. A performance test is designed to evaluate or determine the the ability of the student to complete manipulative skills to the standards of the profession. Lecture followed by the construction of performance tests as assigned gave the participants some guidelines and the opportunity to participate in a work session. (APPENDIX)

Grading Practices

Achievement marks or grades must be assigned to the stud- for motivational and promotional purposes. A variety of systems may be used to indicate the achievement of the student.. Traditional methods of grading include the percentage system and letter grades, A through F. The group discussed the use of word descriptions to indicate student achievement. Word descriptions may be more meaningful to the student and may submit the procedure to a more critical evaluation by the instructor. A similarity of achievement marks may be seen in the Grade Comparison Table. (APPENDIX)

Student Practice Records

A progress report or record should be maintained for student achievement and proficiency in manipulative skills. Different types of records were discussed by the group It was felt that such records, maintained in a graph form, appear to be very satisfactory. Class charts or graphs may be kept to indicate the relative accomplishment of the of the class as a whole and of the individual student. (APPENDIX -Class Progress Record Chart, Class Progress Record Keys.)

A summary was given of the work of United Public Health Service of the evalution being done with students in attendance in dental assisting programs. Three areas were evaluated, Radiographs, Study Models, and Chairside Assisting. A quality assessment was made on student performance in chairside assisting techniques. These included: rapport, personal appearance, preparation of the patient (seating of patient, instructing the patient as needed), instrument management (efficiency, selection, preparation), sterilization, anticipation of operator's needs, interaction, operating area, mixing of restorative materials, orderliness. The performance of the students working with radiographs and study models was graded acceptable of unacceptable. For the work with radiographs, grades were given for required areas contrast, distortion, artifacts, and mounting. For study models, students were graded on extension, detail, consistency and symmetry. It was felt that many teachers might use these areas as beginning point for the development of evaluation measures.

UNIT IV - ORGANIZATION AND MANAGEMENT

This unit was arranged to inform the participants of some of the non-teaching responsibilities that may be faced by administrators/teachers in dental assisting programs.

Particular concern was expressed by the new administrator and new teachers regarding accreditation of programs in dental assisting and the preparation of their students for certification. A representative of the Council on Dental Education of the American Dental Association gave a measure of assurance to all present by discussing with them the Requirements for approval of Educational Programs for Dental Assistants. (available from the American Dental Association) The procedures followed by a team visiting a program for the purpose of evaluating that program were outlined. A current listing of dental assistant programs in operation or to be started was given to each participant.

Questions and answers relating to the American Dental Assistants' Certification Examinations were informative and

and elicited discussion from students present who were Certified Dental Assistants. The relationship of the content of teaching programs and the Certification Examination was explored.

During the time the Institute was in session, District VII of the American Dental Assistants' Association met in Milwaukee. Participant of the Institute were invited to attend this meeting at which time the District Trustee went into detail regarding the Certifying Board and the examination given by that Board. Many of the participants attended this meeting and through it learned more about Certification, but also had an opportunity to meet dental assistants from the midwest area.

Admissions

One of the non-teaching factors not usually the responsibility of the teacher, but of great interest is that of admissions. The procedures vary depending on the type of institution and the policies that have been established for the admission to that institution. The teacher of a program being started may be asked to work with the admissions officer or committee, giving the type of work for which the students will be trained, the academic abilities needed to suceed in the program, skills that may be needed. The session on admissions and selection of applicants dealt with the establishment of norms for personality characteristices and for ability characteristics. The use of tests in admissions was discussed with the strengths and limitations of each.

Previous academic achievement of the applicant as a predictor of success was outlined and the use of the interview as a selection tool was stressed. It was pointed out that a program that has had several classes of students might develop their own prediction formula for admissions using a wide range of scores based on the achievement of these students.

In the health occupations fields, a physical examination record, completed by the student's physician should be filed with the application. The health of the applicant may be a factor in determining whether the applicant should enter one field or should be advised to consider a less demanding field. This health record will aslo be protection for the student and the school.

Financial Aids

A financial aids director from the University and one f from a Vocational School discussed the many programs that might be available to students in dental assisting programs. Teachers should be familiar with sources, availability and criteria for students to qualify for financial aid. The teacher should know the person to whom students may be referred regarding scholarships, loan funds, state or local educational funds.

Counseling

There was much interest in couseling and interviewing sessions. Only one session had been scheduled, but at the request of the participants, an additional afternoon session was devoted to this subject. Information was given on the dimensions of the counseling relationship, the dynamics of interviewing; the counselor's attitudes and personality in different settings; the distinction between counseling and psychotherapy. The importance of recognizing limitations in counseling abilities and making referrals to qualified personnel was stressed.

The first in importance is the student, the product is secondary. The rapidity of change in our society with its ensuing situations has precipitated the need for information regarding the resolution of problems and the directing of people.

The basic assumptions for the two types of interviews scheduled and nonscheduled were presented. It wasnoted that it is difficult to train manpower for the nonscheduled standardized interviews and relatively easy to train people for the scheduled standardized interviewing.

Steps to take for standardized interviews;
1. Decide on content of interview questions. Content will be based on information you need to know regarding the applicant, e.g. family, teacher, peer relationships, response to typical employment situations.

2. Draw up questions and provide quantifiable categories of response. Type of quantifiable responses; yes-no; often-a few times-never,many times, pretty often

not very much, never; low-medium-high; 1-10.

3. Use simple scoring methods, e.g. raw scores or converted scores with mean, standard deviations, etc.

4. Try schedule interview on successful graduates to build norms.

5. Use with group of applicants to determine whether adding this variable to your prediction formula improves your prediction of success.

6. Continue evaluation and modification of instrument.

Wheras the schedule standardized interviewer asks the same question of each respondent and hopes this will have the same meaning, the nonschedule interviewer formulates the classes of information he is seeking and hopes he can formulate the questions in such a way that they will have the same meaning to each respondent.

Records

Sample forms of records, agreements, schedules and requisitions were given to the students. These forms were discussed in detail. (Outline-APPENDIX)

Management

Management representatives were invited to participate in the program to provide information on facilities for new schools, remodeling present facilities, equipment, purchasing, quantity buying, maintenance of equipment, etc. As these representatives had recently been involved in the design and remodeling of facilities for a dental assisting teaching program and had been consulted regarding equiping and supplying this program, they were very knowledgeable and made a good contribution. Viewed in terms of the variety of programs represented by the participants, the question-discussion was valuable to all.

The field trip to the Kenosha Technical Institute was also valuable to those participants planning new facilities or to those who contemplate remodeling or reequipping. This institution is newly built and equipped with many innovations in the use of space, design, color, and equipment.

Field Trips

Field trips are another tool that may be used in the educational programs for dental assistants. In scheduling a field experience, consideration should be given to the value of such an experience to the students. An orientation prior to the trip and measures for the evaluation of the experience are necessary if the field trip is to be meaningful to the students and enrich their program of instruction. The experience should provide the student with new ideas, information, facts and observations that are not possible in the educational institution setting.

The policies of the school, e.g. parental permission, use of public transportation, cost to students should be known by the teacher.

Affiliations

The Institute participants were both interested and concerned with the area of providing for affiliation for students. Following the lecture, much discussion and interchange of opinions, ideas, and personal experiences strengthened and clarified the questions on affiliations. All agreed that a good environment and provisions for an adequate experience was necessary. In planning for affiliations, members of the program's advisory committee, members of the local dental society and former graduates should be included. The later would have evaluative criteria to aid in determining whether or not a particular office or clinic provided the needed experience.

Some of the measures to be considered in the selection for an affiliation might be:

1. Is the doctor a member of the dental society.
2. Is the doctor really interested in teaching and will he devote his time to the student while she is assigned to his office.
3. Are auxiliary personnel employed - at least one dental assistant employed for a reasonable length of time.
4. Type of office -space, facilities. Type of practice general, speciality, group.
5. Professional attitudes and appearance of employed auxiliary personnel, of the dentist.
6. Modern methods of practice, adequate equipment.
7. Reputation of the doctor - ethical, moral.

It is the responsibility of the school to ascertain that the affiliation meets the requirements as determined by the planning committee and the school. The office should be rated by a personal visit, by a school representative using a check list while touring the facilities and interviewing the doctor and the auxiliaries. The doctor should be well infromed of his responsibilities in accepting an affiliation and an agreement should be completed, signed by both the school and the doctor.

Location of the office or clinic must be taken into consideration as the factors of transporation, safety and time could be problems for the student.

It is a good practice for the school to maintain a file that contains pertinent information on the dentist, the type of practice, personal qualifications and skill qualifications expected of the auxiliary personnel, and employment considerations. This is useful not only for affiliation assignments, but could be valuable in the placement of graduates.

For students attending the Institute field experiences were scheduled to Milwaukee Children's Hospital - Dental and Medical facilities, Northwest Dental Laboratory, Kenosha Technical School-Program for Dental Assistants, The Veterans Administration Hospital, Milwaukee County Institutions and Departments and a Group Practice Dental Office. Written evaluations were prepared by individual participants following the group field experience. (APPENDIX)

Although it might not be considered a field experience in the educational program for dental assisting, but did provide a welcome break in the strenuous schedule of the Institute, the participants enjoyed a late afternoon visit to the Milwaukee Zoological Gardens and a picnic supper at Greenfield County Park.

Dental Auxiliary Utilization Program

As Marquette School of Dentistry has a DAU program, the schedule provided time for all participants to visit this program while in operation. They were shown slides on instrument exchange and viewed dental students and assistants practicing four handed dentistry. A practice session followed to permit the students to follow-up the slide presentation on instrument exchange. The dental assistants from the DAU were available to assist in this practice as well as the Consultant from USPHS.

Welfare of Students

Health protection as it relates for facilities was another of the non-teaching responsibilities discussed. Vital to health protection of the students in the school set-up is the adequateness of the building structure, classroom space available, construction and arrangement of laboratory facilities, seating. Lighting must be adequate to avoid eye strain; heating, ventalation and movement of students are considered with regard to fatigue, to meet health standards, and to permit good teaching/learning. Safety measures should be utilized and known by teachers and students. First aid and sources for consultation regarding illnesses should be available.

School sponsored insurance programs for students have been very effective. Generally they are not costly and provide protection for both the student and the school in emergency situations. Schools should have insurance coverage since there is a legal aspect involved when students are injured on the premises. Accidents should be reported immediately and the policies of the school must be followed to avoid complications and safeguard the student.

Institution Catalogues - Student Handbooks

Catalogues, brochures, handbooks of dental assisting programs were reviewed by the participants. For those who were starting new programs and those revising present publications, this was valuable. Many teachers had not been concerned with this non-teaching responsibility, but after the session realized the importance of complete current information for potential applicants, counselors, parents, students, and teachers. The content of each publication was discussed as it related to the audience that would use it. The importance of written official, accurate statements and their value to the teacher was more apparent.

Placing the Student

The primary objective as instructors is to prepare the dental assistant for employment. While this preparation is the primary concern, instructors must also be concerned with admissions and marketing. All three elements must be considered, the quality of students admitted to the school as well as how the students are received in the job market. "Input" and "output" should be as much the concern of the school as it is in business and industry.

The first principle suggested when looking at input/output factors is that of continuous contact with the student from date of entry to five years after graduation. This is most important especially as students in a one-year program begin her interviews for placement shortly after the end of the first semester.

Four areas of emphasis during the first three months of entry were suggested:

1. The growing demand for assistants, now and in the future must be recognized.

2. The kind of assistant the dentists seek to employ - personal characteristics and skills.

3. The scholastic record that is being built and faculty appraisals should be reviewed.

4. Notes should be kept on the success graduates have had in locating employment as well as the numbers and kinds of interviews and the pay scales. (Outline - APPENDIX)

Advisory Boards

Advisory Boards function in a consultative and assistance capacity. When properly organized and functioning, their recommendations and suggestions are very valuable. They provide advice and consultation that is not easily attainable elsewhere, have important public relations potential and offer outside support on policies.

Advisory board members may be appointed from organizations in dentistry such as state and local dental, dental assistant and dental hygiene associations and from public agencies with a related interest in the occupation, in the proposals and in the problems that need to be considered. The cooperative effort and understanding between the advisory board and the institution or planning froup concerned resolves many problems as well as clarifying any misunderstandings. The consideration of a board in areas of organizing and maintaining sound programs of occupational training, in the development of plans, in the policy making, in recommendations for facilities and for equipment is invaluable.

(The reader is referred to Administrative Series Bulletin No. AD-101, Revised February 1966, "The Organization and Function of Advisory Committees", State Board of Vocational, Technical and Adult Education, Madison, Wisconsin)

Instruments used for Evaluating the Institute (APPENDIX)

Six questionnaires were devised by the sub-committee for the purposes of:

1. Involving participants in setting objectives for the Institute.

2. Assessing participant needs.

3. Determining the degree to which the Institute met the participants needs.

4. Assessing faculty feedback on the effectiveness of the Institute.

The findings drawn from the questionnaires is presented in the section on Conclusions of the report.

An opportunity was provided for oral evaluation in small group discussion sessions on the final day of the Institute. The leaders of the discussion groups formed a panel to report the small group discussion to the entire group. This discussion was taped.

The final questionnaire was mailed to the participants five months after the close of the Institute and after the participants had an opportunity to put into practice what they had learned at the Institute. Many opportunities were provided for informal evaluation through discussions during the four weeks of daily contact.

SUMMARY AND CONCLUCIONS

SUMMARY and CONCLUSIONS

The daily schedule of activities was built around the needs of the students as seen by the planning committee and as seen by the students themselves. Opportunities for evaluation were included as part of the operational procedures of the Institute and as far as possible, the Institute was evaluated by assessing the extent to which the objectives of the Institute and its participants had been met.

A questionnaire was completed by the 25 participants on the first day of the Institute(APPENDIX). Their replies indicated that some had or would have administrative responsibilities in their dental assisting programs; others were interested primarily in classroom teaching; a third group indicated responsibilities in both areas. The participants said they would be teaching a total of 29 different courses in the ensuing year. The greatest number (92%) indicated they would be teaching chairside dental assisting; 88% would teach laboratory procedures and 84% orientation to dental assisting. A variety of other related subjects were also mentioned.

All of the questions asked the participants on the first day of the Institute were intended to help them clarify their own needs and to involve them in helping to establish objectives for themselves and for the Institute. The participants indicated an interest in and a need for help in constructing course outlines;evaluating and testing students; guidance of students; breadth and depth of laboratory experience and content of lecture material; providing clinical experience;content of related instruction; selection and use of educational aids, texts, and reference readings; selecting of students; curriculum planning; achieving accreditation; planning new facilities; acquiring and supervising a good teaching staff. A marked similarity existed between the objectives of the Institute as seen by the planning committee and as seen by the participants.

The daily schedule of instruction (APPENDIX) included assignments to participants to select various dental assisting skills and present them to the group. The emphasis here was on the effectiveness and suitability of the method of presentation used by the performer with evaluation by the rest of the group.

The purposes of these assignments was to give the participants an opportunity to:

1. develop and practice the use of various teaching technics,

2. select and practice the use of various educational aids,

3. benefit from critical evaluation from the group,

4. observe how others might teach a particular skill.

Ample time was allowed for critical evaluation and discussion of these presentations. Other aspects of dental assisting teaching were presented with lectures, discussions and small group activity. A variety of teaching methods were employed and the participants were introduced to a wide range of teaching aids, textbooks, references and resource materials.

The Institute was evaluated at the end of three weeks by a written questionnaire. (APPENDIX) The overwhelming approval of the participants at this point indicated satisfaction with everything except the amount of time spent on dental assisting skills. Forty percent believed more time should have been spent here although teaching of dental assisting skills was not an objective of the Institute. This feeling of need on the part of teachers of dental assistants for improving dental assisting skills was also observed at the 1966 workshop held in North Carolina.

Over two-thirds of the group were satisfied with the time spent on course construction, curriculum planning,course content, methods of evaluation, educational aids and practice teaching. 24 of the 25 were satisfied with the Institute as a whole.

The questionnaire completed at the end of the four-week period reflected the same satisfaction by the participants with the above listed areas of study. The participants expressed dissatisfaction, however, with the fourth or final unit of study. Apparently the group felt little responsibility for non-teaching responsibilities.

The oral evaluation held on the last day of the Institute gave the group an opportunity to discuss their likes and dislikes. Most of the criticismcentered around inescapable physical limmitations such as heat, need for more typewriters, etc. They expressed a need for earlier planning, earlier notification and provisions of more information between the time of their acceptance and the beginning of the Institute.

The final written evaluation by the group was obtained by mail and four months after the Institute. The planning group believed that after four months most of the participants would be back on the job, and would have been able to synthesize and perhaps apply some of their learning experiences.

Two types of questionnaires were circulated; one for administrators and one for classroom teachers. Two persons answered only the administrator's questionnaire; 7 answered only the classroom teachers' questionnaire; 8 respondents answered both questionnaires.

Seven of the 15 respondents (classroom teachers) indicated they had an opportunity to construct a course or revise an existing course. Seven used the four-step teaching method as presented at the Institute. Forty opportunities had arisen for them to use evaluation technics demonstrated at the Institute. All of the respondents had used one or more of the practice teaching demonstrations in whole or in part. About two-thirds of the respondents believe their summer experience had influenced such areas of teaching as: arranging sequential instruction; breadth and depth of related material; phrasing of objectives; selection of learning situations; and evaluation and testing. Eleven of the 15 have started to organiza a teacher's manual; all but one believed their summer experiences were helpful in motivating their students and 86% had a broader concept of course concept.

Of the ten respondents who answered the administrator's questionnaire, everyone found over-all curriculum planning easier as a result of their summer experience. Over half were helped in the following areas: selection and counseling of students, scheduling, selecting and evaluating clinical experience, and in the selection of texts and teaching aids.

Participants were asked to check various areas of responsibility and to indicate with which ones their experience at the Institute had been helpful. Their replies are tabulated as follows:

Overall curriculum planning	100%
Counseling of students	100%
Selection of texts, teaching aids	90%
Evaluation of clinical experiences	87%
Selection of clinical experiences	85%
Scheduling	83%
Contracting for clinical experiences	71%
Selection of students	71%
Report writing	66%
Selection of equipment	43%
Recruitment of students	40%
Supply purchasing	30%

The faculty oriented questionnaire did not elicit as much feedback as was desired. Many of the lecturers and consultants were present at the Institute for a half day only and their observations were based primarily on the the composition and reactions of the group. The responses indicated a general satisfaction with the Institute and many comments regarding the interest of the participants, the congenial atmosphere, and the concern of the students with their responsibilities as teachers. It was the consensus of opinion that the Institute had fulfilled its objectives and met the needs of the participants.

Limitation of the Study

The following factors have been identified as possibly limiting the effectiveness and accuracy of this report of the Summer Institute:

1. It was not possible to hold follow-up confer ences with each of the participants. Thus the opportunity to make certain comparative observations was missed.

2. The reporters' presence and participation in the teaching situation among students and instructors may have influenced reactions to evaluation instruments (questionnaires and taped report)

3. The participants were limited to teachers of dental assisting subjects and skills. Science teachers, Typewriting teachers, English teachers, Psychology teachers were not included even though these persons may be teaching their special subject to dental assisting students.

Recommendations for Future Institutes

1. Strive for earlier planning and notification. Schools must have assurance of funding well in advance to allow them to proceed with concrete plans for staff, selection of students, facilities.

2. Provide for regional, short-term workshops to concentrate on the content and technic of such dental assisting skills as: radiography, four-handed dentistry, various dental laboratory procedures, practice administration, and methods of evaluating the student's progress in developing such skills.

3. Encourage selected schools to develop a sequence of study for teachers of dental auxiliaries.

4. Explore possibilities of intern teaching for inexperienced teachers of dental auxiliaries.

APPENDIX

1967 SUMMER TEACHING INSTITUTE IN DENTAL ASSISTING

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MARQUETTE UNIVERSITY - 1967 Summer Institute
Teacher Training in Dental Assisting

Hours of Instruction: 8:00-12:30 a.m.; 1:30-3:30 p.m.
All classes will meet in Room 104, School of Dentistry
(unless otherwise indicated)

FIRST WEEK

SCHEDULE OF INSTRUCTION		INSTRUCTIONAL STAFF
Monday, June 26		
8:00 a.m.	Registration, Orientation Plan of Institute Participant Questionnaire Tour of facilities	Linn
10:30 a.m.	Overview of curriculum patterns	Gilbert
1:30 p.m.	Requirements for accreditation	Miller
2:30 p.m.	Sources of consultation	Linn
Tuesday, June 27		
8:00 a.m.	Principles of learning - emphasis on adult learning	Brill
10:30 a.m.	Theories of Learning	Topetzes
1:30 p.m.	Suggested plan for curriculum development	Gilbert
Wednesday, June 28		
*8:00 a.m.	Four-step method of Instruction Demonstration; Subject: "Base-plates" Assignments to teacher trainees Discussion-Instructor's lesson plan	Ginsburg Fiedler
1:30 p.m.	Group session - Preparation for group practice teaching assignments	Ginsburg Fiedler

*Instructor to arrange hours

Thursday, June 29		
*8:00 a.m.	Teaching related information Preparation of the student Assessing students Guidelines for depth and breadth of content in teaching The instructor helps the learner	Fiedler
Friday, June 30		
*8:00 a.m. Rms.104-12	Teaching Aids. Types, uses, characteristics Practice session with instructional materials	Moss Bedwell Teevan
	Review of films - scheduled for lunch hours for remainder of Institute.	

SECOND WEEK

Monday, July 3		
8:00 a.m.	Practice Teaching Demonstration Group I - Group II	Fiedler Dupuis
*10:30 a.m.	Lecture-discussion Group instruction compared to individual instruction	Fiedler
Tuesday, July 4	NO CLASSES	
Wednesday, July 5		
8:00 a.m.	Practice Teaching Demonstration Group III	Ginsburg Dupuis
*9:00 a.m.	Curriculum design and balance in dental assisting Practice session on course construction. Topic: "Office Management"	Gilbert Ginsburg

Thursday,
July 6

8:00 a.m.	Practice Teaching Demonstration Group IV	Ginsburg Dupuis
9:00 a.m.	Practice session - course construction Topic: "Dental Laboratory Procedures"	Ginsburg
12:00 noon	Luncheon - Brooks Memorial Union, Room 103	Syphax
2:30 p.m.	Placement of graduates	Ericksen

Friday,
July 7

8:00 a.m.	Practice Teaching Demonstration Group V	Ginsburg Dupuis
*9:00 a.m.	Continuation of course construction. Topic: "Dental Chairside Techniques"	Gilbert Ginsburg

Saturday,
July 8

8:00 a.m.	Practice Teaching Demonstration Group VI	Ginsburg Linn Dupuis
9:00 a.m.	Continuation of course construction. Topic: "Dental Theory"	

THIRD WEEK

Monday,
July 10

8:00 a.m.	Guidelines for student field experiences. Evaluation of field experiences.	Brickbauer
10:30-12:30	Practice Teaching Group I and II	Ginsburg Dupuis
1:30 p.m.	Selected Field Trips	

Tuesday, July 11

8:00 a.m.	Practice Teaching Demonstration Group III	Ginsburg Dupuis
*9:00 a.m.	Four-handed Dentistry Lecture-discussion Slides - "Dental Instrument Management" Teaching Demonstration - "Passing of Instruments" Practice session on passing instruments	Kryger Porter

Wednesday, July 12

8:00 a.m. and 10:00 a.m.	Visit Demonstration: DAU dental assistant-dental student team in groups, Room 307	Sharma Porter
	Practice session - passing instruments	Kryger Staff
11:00 a.m.	Practice Teaching - Group IV	Ginsburg Dupuis
1:00 p.m.	Student selection and admissions Policies and current practices	Gawkowski
2:30 p.m.	Financial aids, sources of information. Recruitment	Dwyer
3:30 p.m.	Picnic - Milwaukee Zoological Gardens and Greenfield County Park	

Thursday, July 13

8:00 a.m.	Practice Teaching - Group V	Ginsburg
9:00 a.m.	Counseling of students. Testing in counseling. Resources	Kipfmueller
11:00 a.m.	Demonstration of Panorex	Staff
1:00 p.m.	Use of student handbook Review films	Linn

Friday,
July 14

8:00 a.m.	Practice Teaching Group VI	Ginsburg
9:00 a.m.	Construction of teacher's manual	Fiedler Ginsburg Staff
1:30 p.m.	Analyzing educational objectives	Thompson
3:30 p.m.	Review films	

FOURTH WEEK

Monday,
July 17

8:00 a.m.	Evaluation and testing Lecture and discussion	DeRoche
11:00 a.m.	Performance tests for skills	Moss
1:30 p.m.	Demonstration-practice in constructing performance tests. Practice in using performance tests	Moss
3:30 p.m.	Career nights - recruitment	Audley

Tuesday,
July 18

*8:00 a.m.	Grading practices. Student practice records	Moss Staff
12:15 p.m.	Departure - Field Trip	
1:30 p.m.	Arrival - Kenosha Technical Institute	

Wednesday, July 19

8:00 a.m.	Health protection of students	Penn
9:00 a.m.	Safety of students - insurance coverage plans	Mullens
11:00 a.m.	Storage, locker facilities Student uniforms	Linn
1:00 p.m.	Management responsibilities Inventories, supplies, purchasing equipment, facilities	Buschkopf

Thursday, July 20

8:00 a.m.	Requisitions, reports, records, agreements, schedules	Gilbert
1:00 p.m.	Group picture	
2:30 p.m.	Counseling. Interviewing	Kipfmueller

Friday, July 21

8:00 a.m.	Advisory Board - function Selection of advisory committee	Kinsler
10:30 a.m.	Final evaluation of the Institute: written and oral	Fiedler Staff

INSTITUTE PERSONNEL: ADMINISTRATORS, FACULTY, LECTURERS, RESOURCE CONSULTANTS, ADVISORS

L. C. Alexander,D.D.S.,F.A.C.D.,Dean, School of Dentistry, Marquette University - Principal Investigator

Elizabeth M. Linn,B.S.D.H.,M.Ed., Director, Curricula in Dental Hygiene; Director, Dental Auxiliary Utilization, School of Dentistry, Marquette University - Director of Institute

Howard S. Geer,B.A.,M.A., Assistant Director of Summer Sessions and Continuing Education,Marquette University-Coordinator for Summer Sessions

Edward F. DeRoche, M.A.,M.S.,PhD., Assistant Chairman, Department of Education,Marquette University-Coordinator for Department of Education

Thomas J. Audley, B.A.,M.A., Director of Admissions, Marquette University

Raymond T. Bedwell,Jr., A.B.,M.F.A.,Assistant Professor of Speech, Coordinator of Radio and Television, Marquette University

Mrs. Margaret B. Brickbauer,R.D.H., Teacher-Coordinator of Dental Assistant Training, Milwaukee Institute of Technology

Donald M. Brill, A.S.T.P.,B.S.,M.S., Research and Planning Development, Wisconsin Board of Vocational Education, Madison, Wisconsin

Walt Buschkopf, Wrights Dental Supply Company, Inc., Madison, Wisconsin

Adrian M. Dupuis, A.B.,M.A.,PhD., Professor of Education, Department of Education, Marquette University

James G. Dwyer, B.S., Director, Financial Aids, Marquette University

Carlton A. Ericksen,B.S.,M.S., Assistant Director of Grants Research, Milwaukee Institute of Technology

Miss Belle Fiedler, B.A.D.H., M.P.H., Teacher-Coordinator, School for Dental Assistants, Madison Vocational, Technical and Adult Schools

Roman S. Gawkoski, B.S., M.A., PhD., Associate Professor of Psychology, University Registrar, Marquette University

Mrs. Maud R. Gilbert, R.N., M.S., Supervisor, Health Occupations, Madison Vocational, Technical and Adult Schools

Miss Tillie D. Ginsburg, G.D.H., B.A., M.Ed., Associate Professor of Dental Hygiene, Marquette University

G. R. Kinsler, B.S., M.S., Chief of Trade and Industrial Education, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin

Mark K. Kipfmueller, B.A., M.A., PhD., Director, University Counseling Center, Marquette University

Roland Krogstad, Program Planning and Development, Wisconsin Board of Vocational Education

Miss Lois K. Kryger, Dental Assistant Consultant, Education and Facilities Branch, Division of Dental Health, Public Health Service, Department of Health, Education and Welfare

Ben F. Miller, III, B.A., M.A., Assistant Secretary, Council on Dental Education, American Dental Association, Chicago, Illinois

Miss Marilyn Moss, B.S.D.H., Instructor, Curricula in Dental Hygiene, Marquette University

Charles J. Mullens, Ph.B., Insurance Administrator, Marquette University

L. A. Penn, B.S., Director, Technical Services Division, Milwaukee Health Department

Miss Marilyn J. Porter, C.D.A., Supervisor, Dental Auxiliary Utilization, Marquette University, School of Dentistry

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Prem S. Sharma, L.D.Sc.,L.D.S.R.C.S.,M.S., Instructor of Pedodontics, Pedodontics Clinic Supervisor, Marquette University, School of Dentistry

Mrs. Penny Simon, B.S.D.H., Instructor, Curricula in Dental Hygiene, Marquette University

Mrs. Orieanna C. Syphax, B.S.,M.S., Chief, Institutional Training Section, National Programs and Services Branch, Division of Manpower and Training, Office of Education

Robert N. Teevan, F.B.P.A., Biological Photographer, Dental Photographer, Marquette University

A. Gray Thompson, A.B.,M.A.,Ed.D., Assistant Professor of Education, Director of Student Teaching, Department of Education, Marquette University

Nick John Topetzes, A.B.,M.A.,PhD., Assistant Professor, Department of Education, Marquette University

GUESTS - OBSERVERS

Michael Arra, D.D.S.,M.P.H., Dental Director, Wisconsin State Board of Health, Madison, Wisconsin

Russell V. Brown, B.A.,D.D.S.,M.S., Associate Dean, School of Dentistry, Marquette University

Beatrice K. Palen, R.N., Supervisor Health Occupations, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin

Camilla Schloemer, PhD., Trade and Industry Division, Wisconsin Board of Vocational, Technical and Adult Education

TEACHER TRAINEE PARTICIPANTS

NAME AND ADDRESS	SCHOOL AFFILIATION
Adamson, Wayne K. (Dr.) 2832 North Leavitt Chicago, IL 60618	Lake Land College Mattoon, IL 61938
Alansky, Becky (Miss) 220 Chesterfield Road Pittsburgh, PA 15213	University of Pittsburgh Pittsburgh, PA 15213
Anderson, Marilyn J. (Miss) 3404 Park Ridge Fort Worth, TX 76109	Fort Worth Jr. College Fort Worth, TX 76100
Barnes, Doris D. (Mrs.) 2500 Kavanough B-3 Little Rock, AR 72205	Little Rock Vocational Sch. Little Rock Public Schools Little Rock, AR 72202
Bisbee, Margaret T. (Mrs.) 3611 Johnson Drive Shawnee Mission, KS 66205	Metropolitan Jr. College Kansas City, MO 64111
Chybowski, Virginia R. (Miss) 2316 10th Court South Birmingham, AL 35205	Coleman Technical Institute La Crosse, WI 54601
Cooper, Leo E. (Dr.) 22 Third Street Stoughton, MA 02072	Trade High School for Girls Boston, MA 02100
Cunningham, Diane E. (Mrs.) 1179 Old Colony Road Wallingford, CT 06492	Northern Alberta Institute of Technology Edmonton, Alberta, Canada
Drew, Gerianne L. (Mrs.) 6482 Riverdale Hamburg, MI 48139	Wastenaw Community College Ann Arbor, MI 48103
Foster, Selma A. (Mrs.) 3305 Hulsey Avenue S.E. Salem, OR 97302	Salem Technical Vocational Community College Salem, OR 97303

Jobe, Darrell I.(Dr.)
3313 Purdue Drive
Metairie, LA 70003

Loyola University
School of Dentistry
New Orleans, LA 70118

Johnson, James P.(Dr.)
P.O. Box 293
Mount Edgecumbe, AK 99835

Chief, Dental Services
Alaska Native Service Unit
Mount Edgecumbe, AK 99835

Kane, Beverly A.(Miss)
2699 Minerva Avenue
Columbus, OH 43224

Southwestern Vocational
Schools
Adult Dental Assistant Prog.
Columbus, OH 43200

Mellott, Velma R.(Mrs.)
1218 Montrose Place S.W.
Albuquerque, NM 87105

University of New Mexico
Albuquerque, NM 87100

Nylander, Selma A.(Mrs.)
Route 1, Box 25A
Weed, CA 96094

College of the Siskiyous
Weed, CA 96094

Olson, Martha A.(Miss)
208 South Third Street
Youngwood, PA 15697

Fayette County Area Technical
Vocational School
Uniontown, PA 15401

Peterson, Elizabeth A.(Mrs.)
4807 Upland Drive
Rockford, IL 61108

Rock Valley College
Rockford, IL 61100

Porter, Linda L.(Miss)
804 4th Street N.E.
Watertown, SD 57201

Watertown Ind.School District
Vocational-Technical School
Watertown, SD 57201

Prescott, Sybol M.(Mrs.)
813 S.E. 6th
Pendleton, OR 97801

Blue Mountain Community
College
Pendleton, OR 97801

Ridinger, Susan A.(Miss)
121 E. 59th Street
Minneapolis, MN 55400

University of Minnesota
School of Dentistry
Minneapolis, MN 55455

Sala, Bette J.(Mrs.)
15 Washington Street #201
Denver, CO 80204

Emily Griffith Opportunity
School
School District No. 1
Denver, CO 80204

Stone, Arthur (Dr.) Quarters 218 Marine Corps Recruit Depot Parris Island,SC 29905	Guilford Technical Institute Jamestown, NC 27282
Stryczek, Opal M. (Mrs.) 3711 Hoiles Toledo, OH 43612	Clay Senior High School Oregon, OH 43616
Sutton, Blanche A. (Mrs.) 2301 Holdredge Street Lincoln, NB 68503	University of Nebraska Lincoln, NB 68500
Veneklasen, Alison Rae (Miss) 1705 Hiawatha S.E. Grand Rapids, MI 49500	University of Michigan School of Dentistry Ann Arbor, MI 48104

The following person attended three days of the Institute at no expense to the grant.

	As of July 1, 1967
Libert, Jeanne K. (Mrs.) 1621 Wiesner Street Green Bay, WI 54300	Green Bay Vocational, Technical and Adult School Green Bay, WI 54300

SUMMER TEACHING TRAINING INSTITUTE IN DENTAL ASSISTING

MARQUETTE UNIVERSITY, MILWAUKEE, WISCONSIN

Marquette University will present a four week Teacher Training Institute in Dental Assisting, June 25 through July 21, 1967. Cooperating in the Institute will be the School of Dentistry, the Department of Education and the Division of Continuing Education and Summer Sessions.

The objective of the Institute is to provide theoretical and practical experiences requisite to become trained as an instructor in dental assisting programs.

Enrollment is limited. Applicants will be accepted from prospective teachers of dental assisting with occupational experience and/or educational preparation in the dental assisting or dental hygiene fields; teachers presently employed in dental assisting programs; dentists serving as supervisors, advisors or consultants to dental assisting programs.

The Institute has been made possible through a grant from the Office of Education of the Department of Health, Education and Welfare. Subsistence and travel allowance is available.

For further information write: Miss Beth M. Linn, Institute Director
604 North 16th Street
Milwaukee, Wisconsin 53233

Summer Teaching Training Institute In Dental Assisting

June 25 to July 21, 1967

MARQUETTE UNIVERSITY MILWAUKEE, WISCONSIN

Marquette University will present a four-week Teacher Training Institute in Dental Assisting, June 25 through July 21, 1967. Cooperating in the Institute will be the School of Dentistry, the Department of Education and the Division of Continuing Education and Summer Sessions. The Institute has been made possible through a grant from the Office of Education of the Department of Health, Education, and Welfare.

OBJECTIVE

The objective of the Institute is to present an intensive theoretical and practical program of experiences requisite to becoming trained as an instructor in dental assisting programs.

PROGRAM

The program of instruction will include presentation of planning instruction, principles of learning, use of group and individual instruction, oral questioning techniques, testing and use of training aids. Students will also receive instruction in the non-teaching responsibilities which they will have as instructors, including recruiting, selection, and management.

Trainees will also be expected to use the Medical-Dental Library and dental school facilities. Provision is made for assignments outside of class hours. Opportunity is provided for selected field trips to private dental offices in Milwaukee, and to the Milwaukee Vocational Technical and Adult School Dental Assistant Program. The Institute is planned on the basis of one hundred and twenty hours of instruction with sessions meeting six hours per day, Monday through Friday for four weeks. One Saturday session is planned to provide for the time lost on July 4th.

ELIGIBILITY

Participants will be accepted from the following groups:

1. Prospective teachers of dental assisting with occupational experience and/or educational preparation in the dental assisting or dental hygiene fields.
2. Teachers presently employed in dental assisting programs—dentists, dental assistants, dental hygienists.
3. Dentists serving as supervisors, advisors or consultants to dental assisting programs.

Priority will be given to dental assistants who are graduates of accredited dental assistant schools who have had limited teaching experience and who are Certified Dental Assistants.

FACULTY

The 1967 teacher training institute will be conducted by Marquette University, School of Dentistry, Department of Education, and Division of Continuing Education and Summer Sessions. Elizabeth M. Linn, Director, Curricula in Dental Hygiene and Dental Auxiliary Utilization Program will act as director with Dr. Nick J. Topetzes, Associate Professor of Education, representing the Department of Education and serving as Coordinator.

The institute project staff will include lectures, consultants and representatives appointed from university departments, from interested junior colleges, from vocational and technical institutes, and from the initiating agencies. Dr. L. C. Alexander, Dean of the School of Dentistry of Marquette University, will be responsible for the direct supervision of the project staff. The project staff will be responsible for the development of instructional materials and the planning of both applicant and project evaluation.

INSTITUTE BrochuRE

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ADVISORY GROUPS

An advisory group will give overall direction and guidance to the program. Members of this group will include representatives of the following agencies:

- Council on Dental Education, American Dental Association
- American Association of Dental Schools
- U.S. Public Health Service, Division of Dental Health
- American Dental Assistants' Association
- American Dental Hygienists' Association
- Wisconsin State Board of Vocational, Technical and Adult Education
- Wisconsin State Board of Health, Dental Division

NUMBER OF PARTICIPANTS

Selected participants will be limited to twenty-five and admission will be granted on basis of applicants qualifications. Special application forms are available. All applicants will be notified of acceptance or non-acceptance at the earliest possible date (no later than May 15, 1967). There are no quotas, but if possible, all regions of the United States will be represented in the student group.

EXPENSES FOR PARTICIPANTS

Funds to cover the costs of registration, meals, housing, books, supplies, and transportation to Milwaukee will be provided by the Department of Health, Education, and Welfare.

HOUSING

Housing accommodations have been reserved in a University dormitory. A wide range of accommodations will be available. Reservation forms for choosing housing will be provided to accepted participants.

For applications write to:

Miss Beth Linn
604 North 16th Street
Milwaukee, Wisconsin 53233

Summer Teaching Training Institute In Dental Assisting

Milwaukee, Wisconsin

JUNE 25 to JULY 21

SS SUMMER SESSIONS
MARQUETTE UNIVERSITY
1967

MARQUETTE UNIVERSITY

APPLICATION FOR ADMISSION TO:
1967 Summer Teacher Training
Institute in Dental Assisting
June 25 - July 21, 1967

Instructions to the Applicant

(Please read carefully)

Each applicant for admission to this program is required to submit the following:

1. This application form with all sections completed should be returned to Miss Beth M. Linn, Institute Director, 604 North 16th Street, Milwaukee, Wisconsin 53233.

2. Each applicant should request one letter of recommendation from an individual who is aware of the applicant's professional competence and professional goals. This reference letter should be mailed by referencee directly to Miss Beth M. Linn, Institute Director, at the above address.

After selection of participants is completed, all candidates who are selected will be required to request official transcripts from their high school and all other institutions which have been attended since high school. These records also should be submitted to Miss Linn.

Please print or type the following:

1. Name __Dr. __Miss __Mrs. ____
Last First Middle

Husband's name, if married ______________________________ No. of children ______

2. Permanent Address ____
Number and Street Telephone

____
City State Zip Code

Business Address ____
Number and Street Telephone

____
City State Zip Code

Social Security Number ____________________

3. Date of birth ____________________ Place of birth ____________________

4. List in chronological order the schools you have attended. Begin with the ninth grade and include any institution in which you were registered after high school. If you have not yet received a high school diploma, indicate when it will be awarded.

	Dates of Attendance			
Name and Address of School	From (Month-Year)	To (Month-Year)	Diploma or Degree	Month and Year Awarded
High School(s)				
After High School:				

PLEASE NOTE: When you are selected as a participant in the program, you must request that an official transcript from each of the schools be sent to Marquette University.

5. I (am - am not) licensed/certified as a ____

in ____________________ Date of original license/certificate ____________________
State

Number of license/certificate ____

6. Have you attended any Federally sponsored Institute of three weeks or longer. Yes ____ No ____
Where ____ When ____

7. List last three employers beginning with the most recent.

Employer	Type of Work	Dates
Name ____	____	From ____
Address ____	____	To ____
____	____	

Employer	Type of Work	Dates
Name ____	____	From ____
Address ____	____	To ____
____	____	

Employer	Type of Work	Dates
Name ____	____	From ____
Address ____	____	To ____
____	____	

Additional information may be placed on blank sheets and attached.

8. Professional organization membership:

Name of organization	Dates of membership	
____	From: ____	To: ____
____	From: ____	To: ____
____	From: ____	To: ____
____	From: ____	To: ____

9. Teaching experience:

None: ____ Less than two years ____ Two to five years: ____

Greater than five years: ____

10. Do you have specific employment plans for September of 1967?

Yes ____ No ____ If so, where? ____

Kind of employment ____

____

11. In the following space, please write in ink, a statement of your occupational goals.

I hereby certify that, to the best of my knowledge, the information I have given in this application is complete and correct, and that I have not attended institutions other than those listed. I understand that, if selected, I am responsible for having official transcripts sent by the schools I have attended and that such transcripts become the property of Marquette University.

Date ______________________ 19______. Signature ______________________________

Mail this form to: Miss Beth M. Linn, 604 North 16th Street, Milwaukee, Wisconsin 53233.

Return to: Housing Office
MARQUETTE UNIVERSITY
725 North 13th Street
Milwaukee, Wis. 53233

Housing Application For Residence Halls
Summer Session, 1967

Name ____________________ Date ____________
(Family) (First or Religious) (Middle or Maiden)

Mailing Address ____________________
Number Street City State Zip Code

Name of Institute Workshop or Summer Session ____________ Expected Date and Time of Arrival ____________ A.M. P.M.
Date Time

Check below your reservation for residence accommodations. For additional information on residence halls consult the "housing Accommodations" section in the SUMMER BULLETIN. Where room only is offered meals may be purchased at Brooks Memorial Union cafeteria, 620 North 14th Street.

All rooms are completely furnished and include bed linens, blankets and towels. Mass facilities for all Priests are available in Cobeen Hall. [redacted]

RELIGIOUS WOMEN and LAY WOMEN—O'DONNELL HALL, 725 North 18th St.
Includes room and board (14 meals a week. 2 meals each day. 7 days each week.)

Single Occupancy	**Double Occupancy**
Per week $26.00	Per week $22.00
☐ 6 weeks $156.00	☐ 6 weeks $132.00
☐ 8 weeks $208.00	☐ 8 weeks $176.00

RELIGIOUS WOMEN and LAY WOMEN—WALTER SCHROEDER HALL, 725 North 13th St.
Includes room only. Board will not be offered in this hall.

Single Occupancy	**Double Occupancy**
First night $4.00	First night $3.00 per person
Each additional night $2.00	Each additional night $1.50 per person
Per week $12.00	Per week $8.00 per person
☐ 6 weeks $72.00	☐ 6 weeks $48.00 per person
☐ 8 weeks $96.00	☐ 8 weeks $64.00 per person

RELIGIOUS MEN and LAYMEN—CHARLES T. COBEEN HALL, 729 North 11th St.
Includes room only.

Single Occupancy	**Double Occupancy**
First night $4.00	First night $3.00 per person
Each additional night $2.00	Each additional night $1.50 per person
Per week $12.00	Per week $8.00 per person
☐ 6 weeks $72.00	☐ 6 weeks $48.00 per person
☐ 8 weeks $96.00	☐ 8 weeks $64.00 per person

ALL STUDENTS—M. CARPENTER TOWER, 716 North 11th St.
Each rental unit includes private bath—room only.

Single Occupancy	**Double Occupancy**
First night $5.00	First night $3.50 per person
Each additional night $4.00	Each additional night $3.00 per person
Per week $18.00	Per week $12.50 per person
☐ 6 weeks $108.00	☐ 6 weeks $75.00 per person
☐ 8 weeks $144.00	☐ 8 weeks $100.00 per person

Roommate preference, if any ____________________

HOUSING APPLICATION

MARQUETTE UNIVERSITY
604 NORTH SIXTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / 344-1000

SCHOOL OF DENTISTRY

Dear ______________________________

The selection committee chosen to review the applications to the Department of Health, Education and Welfare sponsored Institute for Teachers of Dental Assisting at Marquette University is pleased to inform you that you have been selected as a participant in this program. The delay in notifying you has been due to the lapse of time between approval and funding of the program.

Now that you have been selected for the program, there are several details to complete:

1. A reservation deposit of $10.00 and the enclosed card should be sent immediately to: Miss Beth M. Linn, Program Director, 604 N. 16th Street, Milwaukee, Wisconsin 53233

2. We request that you comply with the request to have forwarded any high school or college transcripts.

3. This program provides for economy air travel from your address of application to Milwaukee. Please make your individual travel arrangements so that you arrive in Milwaukee prior to 7:00 p.m. Sunday, June 25, 1967. Please retain the receipt for your travel to Marquette so that you may be reimbursed for this expenditure.

4. Enclosed with this letter is a housing application form for residence halls at Marquette. Space is available at Walter Schroeder Hall and a limited number in M. Carpenter Tower. Meals will available at the Brooks Memorial Union and School of Dentistry Cafeteria. You are responsible for making your own housing reservation.

5. Upon arrival additional details with regard to the individual stipends for housing and meals will be made by the Director of the Program. The first event in your program will be a general meeting of faculty and participants to be held Sunday, June 25, at 7:00 p.m. in Brooks Memorial Union, 620 N. 14th Street.

We look forward to meeting you, and on behalf of the selection committee congratulate you. Additional pertinent information will be forwarded.

For the Selection Committee

Beth M. Linn
Director
Institute for Dental Assisting Teachers

Enclosures

MARQUETTE UNIVERSITY
604 NORTH SIXTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / DIVISION 4-1000

SCHOOL OF DENTISTRY
DEPARTMENT OF DENTAL HYGIENE

June 13, 1967

To: Participants, Institute for Teachers of Dental Assisting

From: Beth M. Linn, Program Director and
Institute Faculty and Staff

Marquette University is an urban university within 3/4 of a mile from "downtown Milwaukee". (12 blocks to the mile) Dress for classes is casual summer wear, but does not include shorts during class hours for either men or women. Dormitories are within 5/12 of a mile, but suggest comfortable footwear.

Weather is unpredictable as in other areas of the country, but it is likely to be warm to hot and humid. Lake Michigan is at times, "coolant" especially in the evening and makes sweaters necessary.

Classes are scheduled from 8:00 a.m. to 3:30 p.m. with assignments to the Library, film room, group projects, preparations of materials following these hours.

Planned events include a luncheon, dinner, picnic - You - the participants may want to organiza other events around Campus activities or as a group.

Typewriters in limited numbers will be available; personnel tape recorders will not be permitted in the classroom; parking facilities will not be available through the University.

It is hoped that the participants of the Institute will bring and share any materials for the teaching of dental assistants, i.e. manuals, testing materials, student handbooks, outlines, reference materials, etc.

Limited secretarial and duplicating services will be available under the Grant Funds, but these services may be provided by arrangement with the Program Director.

The Participants are from"all over the country" - Pittsburg, Texas, Kansas, Alabama, Massachusetts, Connecticut, Oregon, Michigan, Louisianna, Ohio, New Mexico, California, Illinois, South Dakota, Pennsylvania, Colorado, Nebraska, Alaska, South Carolina, Minnesota.

We at Marquette believe that this will be a fine Institute. You will make it an excellent one.

We look forward to welcoming you on Sunday, June 25, 1967, 7:00 p.m. -Brooks Memorial Union - Pere Marquette Lounge.

MARQUETTE UNIVERSITY
604 NORTH SIXTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / 344-1000

SCHOOL OF DENTISTRY

Dear ______________________________

The selection committee chosen to review the applications for the Department of Health, Education and Welfare sponsored Institute for Dental Assisting Teachers at Marquette University has been fortunate in receiving applications from a large number of highly qualified candidates. As you know, the size of the program is rigidly limited by the nature of the federal program.

We appreciate your interest but deny your application at this time. Should the University again become involved in a similar program next summer, we will be sure to mail appropriate application blanks to you for that program.

For the Selection Committee

Beth M. Linn
Director
Institute for Dental Assisting Teachers

MARQUETTE UNIVERSITY

604 NORTH SIXTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / DIVISION 4-1000

SCHOOL OF DENTISTRY
DEPARTMENT OF DENTAL HYGIENE

June 28, 1967

To: The Persons Interested in the Teaching of Dental Assisting

From: Beth M. Linn, Director
Summer Institute for Training Dental Assisting Teachers
Marquette University, School of Dentistry

You have expressed an interest in the supplying and training of Dental Assisting Teachers. Marquette University is offering a Course for Dental Assisting Teachers from June 26th through July 21st under a grant from the Office of Education.

We are sending you a schedule of classes and a listing of faculty members involved in the teaching of this program. We would be most happy to have you visit the program at any time that you would like to do so. All of the sessions will be held in the School of Dentistry, beginning Monday, June 26th. Hours of classes are scheduled from 8:00 a.m. to 3:30 p.m.

There will be a luncheon on July 6th, at which Mrs. Orieanna Syphax, Chief, Instructional Program Section, National Programs and Service Branch, Division of Manpower, Development Training, Office of Education, Department of Health, Education and Welfare will be the luncheon speaker. If it is possible for you to attend, please let me know as it is necessary for us to make reservations.

Thank you for your encouragement in the initiation of this program. We will have to wait until the evaluation to determine if it is a successful one. We would hope that your evaluation of this program will help future planning for programs throughout the United States.

OVERVIEW OF CURRICULUM PATTERNS [X]

PRELIMINARY CONSIDERATIONS

A curriculum may be defined as an integrated group of courses of study of appropriate types and lengths, arranged in proper sequence, and leading to a defined educational objective. The chief objective of the curriculums of the vocational program is the preparation for effective entrance into beginning or entry jobs in a specific occupation. The main objective of the curriculum of the Technical program is preparation for entrance into beginning jobs in a specific cluster of occupations of Technician Type. A definite curriculum is provided for each cluster and is a distinct entity, although some of the basic courses of a curriculum may also find an appropriate place in one or more other curriculums.

Generally speaking, the two-year associate degree programs offered on the college parallel level include several courses considered to be of lasting intelectual value to the student. A junior college program is usually more comprehensive than the vocational or technical program and offers educational experience in divergent subjects that are important to the complete development of the individual.

THE CURRICULUM

One academic year is the minimum length of a formal dental assistant training program, and the approximate time required by the Council on Dental Education for programs seeking accreditation. Some two-year programs are offered, however, particularly in junior colleges. These, as I have stated, usually include the equivalent of a full year of academic study in addition to dental assistant training, and lead to an Associate of Arts degree.

OBJECTIVES

In developing the training program on a vocational level, technical level or college parallel level, instructors should have four basic objectives:

1. To provide the student with a knowledge of dental theory adequate for understanding the significance and implications of those procedures to be performed.

[X] Gilbert

2. To provide the student with working skills in chairside, clinical and dental laboratory procedures.

3. To provide the student with knowledge, understanding, and skills in recordkeeping, office maintenance, communications and other business procedures.

4. To impress upon the student the importance of professional ethics and conduct and of good public relations.

ORGANIZING A DENTAL ASSISTANT TRAINING PROGRAM.
Office of Education - Public Health Service,
U.S. Dept. of Health Education and Welfare
OE 84030
Page 6

CURRICULUM

Criteria and Guidelines

1. The curriculum is designed to meet the stated objectives.
2. The curriculum is centered around the learner.
3. The curriculum is based on broad areas of learning but is limited in detail and flexible enough to permit needed adaptations.
4. The curriculum provides a correlated program of clinical instruction and practice.
5. Learning experiences are arranged in such a manner as to:
    a. provide for a sequence of learning from the simple to the complex and from the known to the unknown.
    b. provide a plan that shows the relationship of each part to the whole.
    c. provide learning experiences that focus on student needs.
    d. provide opportunity for the student to learn how to function

Rationale and Implications

Curriculum as used in this criteria is used in its pedagogical sense and means the program of instruction and includes content, the organization and the structural arrangement and presentation of those learning experiences selected by the faculty to achieve the stated objectives.

Curriculum construction should reflect the following:

1. It should be a group process completed in a democratic environment.
2. It should be based upon educational principles and psychological theories of learning.
3. It should provide for problem-solving.
4. It should take into consideration individual differences.
5. It should incorporate an activity-centered approach to teaching and learning.
6. It should consider student interest.

    within the two accepted roles of dental assisting.
  e. provide a content that gives evidence that basic principles and concepts of dentistry are identified.

6. The conduct of the program is based on sound principles of education.

7. It should stress integration, correlation and fusion of subject matter.

8. It should provide for the utilization of variety in aids, methods and activities.

Development of a Course of Study

1. Make a thorough analysis of the field in which the teaching is to occur.

2. State the objectives - the aims. What is the general scope and purpose of the course? What specific results do you hope to achieve?

3. Assemble a list of items that you plan to cover in the course. This list should be complete and will make up the topical headings.

4. Classify the items into homogeneous groups.

5. Carefully study the items in the groups to determine inclusions and exclusions.

6. Make and check the tentative outline for accuracy and completeness. Submit the outline to specialists for study and criticism. Revise to include pertinent suggested changes.

7. Determine the course materials you plan to use and the methods, discussion, assignments, projects, etc.

8. Evaluation - what criteria will be used to judge the success of the course. How will you measure and appraise student progress.

Check list for Reviewing Course Construction

1. Is course title clear-cut and meaningful?

2. Are the unit titles and the items in the outline clearly stated?

3. Is the courline complete? Have items of importance been omitted? Are extraneous items included?

4. Is the content of the course outline appropriate for the setting in which it will be used?

5. Are the outline units of proper size? In proper groups? Arranged in appropriate order?

6. Is outline in clear-cut typographical form so relationship of the items can be readily understood?

OVERVIEW OF CURRICULUM PATTERNS

June 26, 1967

- I. Opening Story - Animal Fable
- II. Introductory Remarks Regarding Curriculum
  - A. Definition of Curriculum
  - B. Types of Education Programs (Levels)
    - 1. Vocational
    - 2. Technical
    - 3. Junior College or college parallel level
  - C. Objectives for all three levels of programs are similar in the Dental Assisting Core.
- III. How Curriculums May Be Developed
- IV. The Controls Which Affect the Curriculum
- V. Samples of Curriculum Patterns
  - A. One hundred four (104) hour extension course
  - B. "Summer Course" or short-term course
  - C. Vocational Program - Madison, Wisconsin
Albuquerque, New Mexico
  - D. Junior College Program
- VI. Presentation of two studies
  - A. California Study
  - B. Dr. Shapiro's Study - Illinois
- VII. Some Problems Encountered in Planning a Curriculum
- VIII. Summary Statements About Curricula
  - A. Criteria
  - B. Guidelines
- IX. Assignment: Read "Knowledge and Abilities Needed in Dental Assisting" - O.E.-84030 publication. Pages 24 - 31.

Curriculum Problems Presented to Class - Laboratory Periods

(Refer to pages 24 through 31 in the OE-84030 publication entitled "Organizing a Dental Assistant Training Program".)

1. Count the number of general and specific groupings of knowledge and skills.
2. Take the general and specific groupings of skills and place these into four broad areas.
3. Select the material from the "broad areas" and set up sample courses. (Example: "Office Management" course.)
4. Write a course description for "Office Management".
5. Compute credits for a course you design.

Fable for School People

The Animal School

The Administration of the School Curriculum with Reference to Individual Difference

By Dr. G. H. Reavis
Assistant Superintendent, Cincinnati Public Schools

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming; in fact, better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed "charlie horses" from over-exertion and then got C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

Reprinted from TECH TEACHING

MARQUETTE UNIVERSITY - 1967 Summer Institute
Teacher Training in Dental Assisting

Compilation of participant material -
July 5, 1967 - Practice Session on Course Construction
Topic: "Office Management"

1. No agreement was reached by the participants as to course title.
2. No group attempted to give a COURSE DESCRIPTION.
3. Agreement was reached - 54 hrs. of instruction - 3 sem. hrs. - class to meet 3 hrs. per week. (based on 18 week semester)
4. Participants, under the leadership of Mrs. Gilbert and recording of Miss Ginsburg "brainstormed" units included in topic.
5. Assignment to groups (arbitrarily as seated in room) - six (6) units as agreed upon by participants.

   Each group would list material to be included in unit - hours of instruction necessary - texts - references - methods of testing - evaluation of teaching unit.

The Following Materials Have Been Typed From the Reports Submitted by the Six Groups.

(The Director, in typing this material has taken "little liberty", format, spelling, wording of the original report submitted for the most part has been retained.)

Objectives: As Given for Units (not in any order)

1. To acquaint student with dental office procedures in order to record accurately the patient's dental-medical history and dental treatment.
2. To teach the student to maintain a system of fee schedules and insurance forms.
3. To teach students to file and store patient records and x-rays.
4. To provide a dental assistant student with a working knowledge of accepted correspondence used in a dental office.
5. Introduction to dental financial records. Aim: Acquaint the student with procedures of financial records.
6. To enable the student to counsel the patient in oral health.
7. To develop the technique of effective management of the dental office and also patient time.
8. To train the students to control dental office supplies effectively.

UNITS: (not arranged for sequence)

1. Patient Dental Records
2. Office Correspondence
3. Dental Financial Records
4. Patient Education Material
5. Management of dental office and patient time
6. Control of Dental Office Supplies

SUGGESTIONS REGARDING UNITS:

Unit 1 - Teach before financial records
The whole administrative assistand procedure should be taught in the second semester.

Unit 2 - This phase of the course be taught at the latter part of the semester
NECESSARY PREREQUISITES: (to Unit on Office Correspondence)

1. Knowledge of Grammar
2. Typing
3. Ability to write a business letter.
4. Dental Terminology
5. Psychology

Unit 3 - 36 periods

Unit 5 - Teach early in course - approximately 8 hrs.

Unit 6 - 2nd or 3rd semester before unit on finances - 6 clock hrs.

UNIT I - PATIENT DENTAL RECORDS

Lecture I

Medical - History	Treatment plan forms
Dental - History	Insurance forms
Storage and filing of forms including x-rays	Fee schedules

Lecture II

Lecture on terminology and filling out forms
Two - 2 hr. labs. - students will practice filling out forms after demonstrations.

UNIT 2 - OFFICE CORRESPONDENCE

Topic to cover:

Letters:

Collection	Thank you
Referral	To new patients
Patient information	Requesting information
Personal	(from physician)

Filing Carbon Copies
Incoming Mail
Outgoing Mail:
- Weight
- Rates and classes (1st, 2nd, 3rd class)
- Air Mail
- Packages
- Periodicals

UNIT 3 - DENTAL FINANCIAL RECORDS

Ledger - Daily producation, daily collection
Payroll - Gross - Net (list deductions)
Maintenance - Collection - delinquent accounts - Disbursements

Banking:
- Deposits
- Balancing check books
- Petty cash
- Check writing
- Reconciling statements
- Change fund

Patient Records:
- Statement of balance due / monthly
- Photo of patient ledger
- Receipts

UNIT 4 - PATIENT EDUCATION MATERIAL

- Audio-Visual Materials
- Toothbrushing Techniques
  - Toothbrushes - Manual, Mechanical
  - Typodont and brushes
  - Methods of brushing
  - Adjuncts:
    - Stimudents
    - Water-pik
    - Dentifrice
    - Floss and tape
    - Gum massage
    - Mouthwash
- Fluoridation
  - Natural
  - Controlled
    - Dietary
    - Stannous
    - Topical
- Patient Counseling
  - Pamphlets - ADA
  - Comic Books (educational) - Commercial Co.

UNIT 5 - MANAGEMENT OF OFFICE AND PATIENT TIME

Telephone Techniques: uses, procedures
Appointment Book: types, uses, setting up (buffer time and emergency time, etc).

Recording Appointment:
- Time allowance
- Priority reservations - handicapped, children, extractions, etc.
- Techniques

Recall System:
- Types
- Philosophy - patient education

Daily Schedule

Cancellations and Call List

UNIT 6 - CONTROL OF DENTAL OFFICE SUPPLIES

Types of Supplies: expendable, non-expendable, office.

Source of Supplies: Dental, Medical, Drug, Office, Misc. (laundry, etc.)

Ordering:

Methods	Inventory
Flow of supplies	Quantity
Quality	Guidelines - space, shelf life, need, employer's preference

Receiving and Recording - Invoices, back orders, statements

Storage

REFERENCES:

Dental Practice Administration - Robert K. Stinaff
Busch and Schwarzrock "Effective Dental Assisting"
Archana C. Morrison "In The Dentist's Office"
Accepted Dental Remedies 1967 pp 159-170
215-220
Dental Health Education - Stoll & Catherman, pp 269
Lactona Toothbrush Company, large toothbrush and model

READING REFERENCES:

Peterson, S.; The Dentist and His Assistant, 2nd Edition, Chapter 4
Young & Stiffler: The Dentist, His Practice and His Community, 2nd Edition, Chapter 14
Schwarzrock; Effective Dental Assisting, pp 117-124

TEXT:

Park and Ashman - Dental Assistants

MATERIALS: Text - Bregstein; Handbook for Dental Secretaries (Chapter on supplies)

Brauer, pp 281-291
Supply catalogs
Field trip to a bank

Guests from: Collection Agency
Internal Revenue
C.P.A.
Visit to dental supply dealer
Visit to Post Office
Teletrainers
Sample forms
Films

EVALUATION: (Unit 6 - Grade student project and written exam) 6 clock hours

1. Student Project card file
2. Students unpack, record and store supplies that arrive for D.A. program

Unit 3 - Oral and written quizzes as needed

Unit 5 - Role play and testing

Final Student Effort - Course Description
"Dental Office Management"

Subject Title: Dental Office Management

Class Periods per Week: 2

Credit Hours: 2 cr.

Subject Description:

Basic office principles and procedures are explored and related to their application in a dental office. Patient reception, telephone techniques, appointment scheduling, office record maintenance, financial arrangement coordination and supply control are emphasized in the course.
*Prerequisite: 1 unit of typing, 1 unit of bookkeeping

Objectives (The Teacher):

To provide theoretical and practical learning experiences for the dental assistant student requisite to becoming proficient in dental office management procedures.

Objectives (The Student):

To develop proficiencies in the tasks associated with dental office management such as:

controlling dental office supplies
appointment scheduling
office record maintenance
patient reception
telephone usage

Units:

I. Patient Reception
    a. Greeting patients
    b. Patient handing
        1. children
    c. Office environment
    d. Patient office routines
    e. Dismissing patients
    f. Dental Assistant - Appearance, voice, tact
    g. Patient psychology considerations
    h. Extra - Schedule activity
    (suggested hours for this unit 4-10 hrs.)

II. Telephone Technique
    a. Proper use of telephone
    b. Voice considerations
    c. Telephone courtesies, applied psychology
    (suggested hours - 2-4 hrs.)

III. Appointment Scheduling
- a. Use of appointment book and card
- b. Time factor in units for each procedure
- c. Methods of confirmation of appointment
- d. Emergency schedule
- e. "Special patient" consideration

  (suggested hours = 1 hr.)

IV. Office Record Maintenance
- a. Filing systems
- b. Daily log - production, collection
- c. Patient record
- d. Financial records
- e. Dental accounting procedures

  (suggested hours = 2 hrs.)

V. Financial Arrangement and Coordination
- a. Fee schedule
- b. Psychology of collecting
- c. Credit association
- d. Payment plans (prepayment & postpayments)
- e. Office policies on payment
- f. Insurance forms
  - Welfare & Medicare forms

  (suggested hours = 4 hrs.)

VI. Supply Control
- a. Inventory
- b. Ordering
- c. Storage
- d. Arrangement
- e. Check invoice
- f. Quantity
- g. Back orders
- h. Sources of materials & types
- i. Alternate sources
- j. New products
- k. Detail men

  (suggested hours = 2 hrs.)

Texts for the Student:

Brauer, John C. and Richardson. The Dental Assistant.

Park and Ashman

Shailer Peterson

References:

Selected readings from psychology books
Child psychology
Pedodontic text
Journals - Childrens' Dentistry
Readers Guide (check for articles)

Selected Field Experience, such as:

- Visit to Pedodontist office
- Visit to Child Care Institution (children with special needs)

Guest Speakers

Evaluation of course based on:

- Quizzes
- Term paper or project
- Written summary of Field Trip
- Practical examination or oral examination on problem situation
- Group discussion
- Student self evaluation
- Pre and Post Testing

Notes on Theories of Learning

I Concepts regarding learning
  - A. We have to "learn" people before we know people
  - B. People differ in the following areas: physically, socially, emotionally, and mentally
  - C. Some differences are due to heredity others to environment
  - D. Abilities may vary in definite areas e.g. verbal, math.
  - E. Learning is not only an intellectual process; it consists of changes in cognitive, psychomotor and behavior (affective motives and purpose)
  - F. Achievement is related to emotional health
  - G. Learning is concerned with condition, problem-solving, understanding, transfer, forgetting and law of use and disuse
  - H. Readiness is the degree to which the learner has the prerequisites for new learning

II Important consideration in learning
  - A. Goal directed
  - B. Advance preparation by the teacher
  - C. Realistic needs
  - D. Guidance
  - E. Feeling of teacher and student for one another
  - F. Understanding in learning

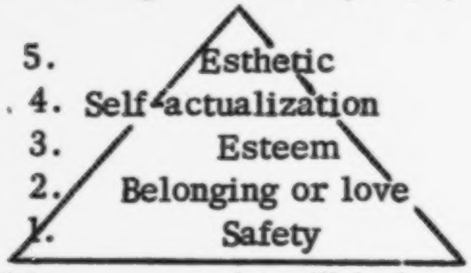
III Factors in learning
  - A. The degree to which the learner has the prerequisite for new learning (physically, socially, emotionally and mentally)
  - B. Motivation (is an energizer)
    - 1. Artificial - the more I learn about the job, the greater the rewards will be
    - 2. Natural - the will to learn, a desire to learn
    - 3. The ability of the learner plays a strong role in motivation - demand tasks that meet their ability
  - C. Sensations
    - 1. All learning comes through the senses; see, hear, touch, smell, taste
    - 2. Sometimes learning is thrown off because of sensory defects
    - 3. All have 3 characteristics: quality (loud), duration (long) and extent (noise)
      Use more action than verbal behavior:
      e.g. demonstrate, show examples
  - D. Perception
    - 1. A mental process that gives meaning to sensation- the act of interpreting the sensation
  - E. Attention
    - 1. Focusing upon the learning because of content, meaning and direction (these influence the span of attention)

F. Association
1. A mental process connecting or identifying present with past experiences
The more connections we can make the greater the learning
2. Laws of association
a. Recency
b. Frequency
c. Contiguity
d. Similarity
e. Contrast
f. Vividness
G. Imagination
1. A pictorial representation of learning experiences of old and new thinking
2. Types
a. Voluntary - the picture you want
b. Involuntary - the picture the experience creates
3. Idetic imagery - found in youngsters, slips away in adults
H. Memory
1. The gathering, collecting and storing of knowledge for future use
2. Recall without assistance, ability to recognize a learning from among many learnings and to descriminate (pick out a fact)
3. Selective and influenced by attitudes, beliefs and motives
IV Techniques in Learning
A. Repetition
1. Repeat things in learning; disuse forces learning into oblivion
B. Transfer of training
1. Take learning in one experience and apply it to another learning experience
2. Affected by ability, attitude, method of the learner (part or whole learning, rote vs logical); method of the teacher (presentation, explanation, discussion)
C. Evaluation
1. Giving quality or status to learning that took place
2. Giving meaning to something
3. Measures of evaluation: performance, example, demonstration

All learning results in changes in behavior that come about as a result of practice, but not all learning is observable. Readiness and motivation are of primary importance.

Notes on Principles of Learning

- I Principles of learning -
  - Emphasis on adult learning
  - A. Principles of learning -
    - Psychomotor, cognitive, manipulative behavior
  - B. Conditions of learning
    - 1. Motivation
    - 2. Intent to learn
    - 3. Knowledge of objectives
    - 4. Readiness
      - a. Bruner's idea: prepare student and they can learn at some level
      - b. Havighurst theory - physiologic



5. Esthetic
4. Self-actualization
3. Esteem
2. Belonging or love
1. Safety

Must meet safety (1) before the high needs can be met

If adult learner's needs are not being met he will take off

- c. Broadway and Thompson - growth of functions seems dependent on continued learning rather than age
  - Adult has good potential to increase ability to learn
- 5. Teacher's role and attitudes
  - a. Respect for learner
  - b. Rapport with the student
  - c. Learn of students interests, needs, problems
  - d. Deal in human relations
  - e. Develop individual student
  - f. Aware of own needs
  - g. Have good personality
  - h. Develop good "know of" subject

Whitehead: Education should prepare the student with something he knows and does well. Each individual profits at a different level - teaching must be aware of this.

- 6. Four-Step Method of Instruction
  - a. Step I Preparation
  - b. Step II Presentation
  - c. Step III Application
  - d. Step IV Evaluation

7. Application phase

More from theory to practice - necessary to do these simultaneously for student to benefit - readiness - exercise - involvement

8. Evaluation or follow-up
   - a. Is part of the instructional process
   - b. Should be a learning experience
   - c. Should be educationally relevant
   - d. Has to be continuous
   - e. Tests should not intimidate students
   - f. Goals should be reachable

9. Considerations
   - a. Progress charts - students should know how they are rated at all times
   - b. Grades should be rated on actual conditions
   - c. Students should know what is considered acceptable (evaluation of performance)
   - d. Teacher should have data on students - abilities, etc.

     The student brings his abilities, these are of many varieties and the teacher must be prepared for all

10. Principles of adult learning
    - a. Adult learning does not decline
    - b. Intellectual potential increases after age 16
    - c. Growth of functions is dependent upon continued learning
    - d. Memory, practical seems to increase less
    - e. Verbal items - better predictions of adult learning
    - f. Adult not as captive as youth
    - g. Problem centered
    - h. Experience centered framework has a learning advantage
    - i. Things must be meaningful
    - j. Expects more freedom in the instructional setting

11. Methods of instruction

Demonstration, Illustration, Experiment, Lecture or Class talk, Conference (Brainstorming), Involvement (oral reports), Assignments, Questioning

References used by the lecturer

Maslow's Book on Educational Psychology
Gilford's Text
Boyle, Pat "Learning Opportunities"
Bruner, Jerome "The Process of Education"
Educational Psychology - Havighurst, Kronbach, Klusmeier
Reading in Human Learning
Allen, Dwight "Flexible Scheduling"

Handout Sheet 2

THE FOUR STEP LESSON PLAN

HOW TO GET READY TO INSTRUCT

HAVE A TIMETABLE	Include how much skill you expect him to have and by what date.
BREAK DOWN THE JOB	List important steps. Pick out key points (safety is always a key point).
HAVE EVERYTHING READY	Have the right equipment, materials and supplies.
HAVE THE WORKPLACE PROPERLY ARRANGED	Arrange workplace just as the worker will be expected to keep it.

HOW TO INSTRUCT:

STEP I PREPARATION OR INTRODUCTION STEP

Prepare the worker;

1. Put him at ease.
2. State the job and find out what he already knows about it.
3. Get him interested in learning the job.
4. Place in correct position.

STEP II PRESENTATION STEP

Present the operation.

1. Demonstrate and explain one important step at a time.
2. Stress each key point.
3. Instruct clearly, completely and patiently, but no more than he can master.

STEP III APPLICATION OR TRY OUT STEP

1. Have him do the job-correct errors.
2. Have him explain each key point to you as he does the job again.
3. Make sure he understands.
4. Continue until you know he knows.

STEP IV CHECKING, TESTING AND FOLLOW-UP STEP

1. Test to determine if he has learned the skill or information.
2. Put him on his own. Designate to whom he goes for help.
3. Correct frequently. Encourage questions.
4. Taper off extra coaching and close follow up.

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GROUPS ASSIGNED FOR PRACTICE TEACHING DEMONSTRATIONS

Group I	Group II	Group III
Adamson	Mellot	Chybowski
Alansky	Nylander	Cunningham
Anderson	Olson	Cooper
Barnes	Peterson	Drew
Bisbee		

Group IV	Group V	Group VI
Porter	Foster	Stone
Prescott	Jobe	Stryczek
Ridinger	Johnson	Sutton
Sala	Kane	Veneklasen

See Schedule of Classes for dates and time of your demonstration.

Topic Assignment

Group I	Preparation of Plaster Models in Rubber Molds
Group II	Mounting Radiographs
Group III	Anatomy: The Maxillary Molars
Group IV	Radiation Protection
Group V	Carving Wax Pattern to a Cavity Preparation on a Model Tooth
Group VI	Recording Dental Restorations

Group I	Types of Sterilization
Group II	Records: The Appointment Book
Group III	Mixing Zinc Phosphate Cement for a Luting Agent
Group IV	Tray Set-Up for a Class Cavity Preparation
Group V	Use of a Pamphlet in Patient Education
Group VI	Care of the Dental Handpiece

JOB SHEET
in
TEACHER TRAINING

NAME OF JOB: Practice demonstration teaching

MATERIALS: Copies of Instructor's Lesson Plan sheets
Copies of Job Breakdown Sheet
Pencil or pen for writing in the lesson

GENERAL INSTRUCTIONS:

1. Each Sroup will present two (2) practice teaching demonstrations.
2. Prepare to teach a four-step demonstration to the entire group.
3. Be ready to teach your lesson at the time assigned - see schedule.
4. The timetable or schedule for your lesson plan is 30 minutes.
5. Additional time will be allowed for a question/answer session or discussion limited to maximum of 45 minutes.
6. Keep demonstration practice lesson short and simple but complete.
7. At least two of the group will be responsible for the teaching demonstration for each of the assigned topics. All members of the group must participate in presenting a step of the teaching demonstration.
8. All parts of the lesson plan must be in writing/typing. You will need one work copy and three (3) finalized copies. Two (2) final copies are to be handed to the faculty member prior to the practice teaching demonstration.
9. Each practice teaching demonstration will be evaluated.
   - A. The Supervisor will look for the following:
     1. Does the teacher center activities, etc. around the main idea for the day?
     2. Is there an interchange between the teacher and students on the topic and the main idea?
     3. Is there a constant movement by teacher and students between general and specifics teacher is using to illustrate the general principle?
   - B. Students and faculty will use the Check Sheet For Practice Teaching to evaluate the demonstration.

GET READY TO TEACH:

Steps	Key Points
1. Assigned job or subject.	Write name on Instructor's Lesson Plan sheet.

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2. Determine the aim or purpose of this lesson.	Write on the lesson plan what you expect class members to accomplish.
3. List equipment, tools, materials and supplies needed. Include those to be used by instructor and learners.	Fill in this information on the plan sheet.
4. List teaching aids required.	Include anything that will help explain the job.
5. Make notes on Step II, Presentation.	a. Use the Job Breakdown Sheet for listing steps and key points. Copy on lesson plan. b. Plan to use explanation.
6. Make notes on Step III, Application.	a. Indicate that learner will perform the skill while you watch. b. Plan to allot time for learner to practice. c. Plan questions to check understanding.
7. Make notes on Step IV, Test.	Plan a performance test or another way to determine if learner has acquired desired level of skill. For an information lesson, prepare a test.
8. Make notes on Step I, Preparation.	Write how you will convince learner of ne to acquire skill or master information in lesson.

DO PRACTICE TEACHING:

1. Make required room arrangements.	a. Arrange furniture to suit your needs. b. Write subject and aim on the chalkboard. c. Write your name on the chalkboard. d. Indicate whether you are teaching an individual or the whole group.
2. Put on the training.	a. Follow lesson plan. b. Use the four-step plan of instruction. c. Use accepted methods and aids. d. Close on time.
3. Put room back in order.	a. Rearrange furniture. b. Clear front desk.

MARQUETTE UNIVERSITY
1967 Summer Teacher Training Institute in Dental Assisting

MATERIALS FOR PRACTICE TEACHING DEMONSTRATIONS

Materials for the Practice Teaching Demonstrations are available for loan and may be requisitioned from the Marquette University faculty. Room 12 C will be open daily at the following times to receive requisitions, distribute materials and collect materials after they have been used:

7:30-8:00 A.M.

10:00-10:30 A.M. (or during the morning break)

1:00-1:30 P.M. (or the last one-half hour of the lunch period)

3:30-4:00 P.M.

Please allow sufficient time to requisition the necessary materials. Some materials and equipment for the following are available:

Laboratory

Clinical

Dental Science

Office Management

Audio-Visual

- Photographic Equipment
  - Intra oral Camera
- Projectors: Film
  - Slide
    1. Plain
    2. Carousel
  - Overhead
  - Opaque

Tape Recorder
Teletrainer
Desk viewer
Slide lecturn
x-ray viewer
Transparencies
Ditto - materials, duplicating machine

MARQUETTE UNIVERSITY
1967 Summer Teacher Training Institute in Dental Assisting

REQUISITION FOR MATERIALS

NAME____

DATE(S) NEEDED____________________________________

TIME NEEDED______________________________ ROOM__________

EQUIPMENT:

PROJECTORS: Film______________, Overhead__________, Opaque__________.
Slide (plain)__________, Slide (Carousel)______________,
Filmstrip______________.

OTHER:____
____
____
____

MATERIALS:

Name________________
Date received__________
Date returned__________

JOB BREAKDOWN SHEET

JOB________________________________ OPERATION________________________________

IMPORTANT STEPS IN THE OPERATION Step: A significant action which advances the job or operation toward completion. (WHAT DOES THE WORKER DO?)	Key Points: The KEY to doing the job correctly, safely, efficiently, or accurately (WHAT MUST THE WORKER KNOW TO DO THIS JOB?)

THIS JOB BREAKDOWN WAS MADE BY__________________________ DATE____________

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INSTRUCTOR'S LESSON PLAN

Manipulative Skills

Unit________

Lesson________

JOB (or operation):

AIM (or putpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the learner)

II. PRESENTATION (of the skills):

Operations of Steps	Key Points (things to remember to do or say)

'67 D.A. Institute

(continued)

II. PRESENTATION, continued

Operation or Steps	Key points (things to remember to do or say)

III. APPLICATION (practice by learner under close supervision)

IV. TEST (performance of skill to acceptable standards)

Suggested Reading for Student:

The Next Lesson Is:

INSTRUCTOR'S LESSON PLAN

Related Technical Information

Unit________

Lesson________

SUBJECT:

AIM (or purpose):

TEACHING AIDS:

MATERIALS:

REFERENCES:

I. PREPARATION (of the learner)

II. PRESENTATION (of the information)

Instructional Topics	Things to Remember to Do or Say
'67 D.A. Institute	(continued)

II. PRESENTATION, continued

Operation or Steps	Key points (things to remember to do or say)

III. APPLICATION (practice by learner under close supervision)

IV. TEST (performance of skill to acceptable standards)

Suggested Reading for Student:

The Next Lesson Is:

CHECK SHEET FOR PRACTICE TEACHING

Name of JOB or
Name of LESSON____________________

AIM____________________

TRAINEE INSTRUCTOR____________________

Points To Check	Yes	No	Remarks
A. GET READY POINTS			
1. Did he appear to have everything planned? Did he know what he was doing?			
2. Were tools, equipment, and materials all in readiness (no fumbles)? Did he forget anything?			
3. Was his desk or workplace in order?			
4. Did he have a lesson plan?			
B. THE FOUR STEPS STEP I, PREPARATION			
1. Was the learner or group put at ease?			
2. Did instructor find out what learner or group knew about the lesson at hand?			
3. Did he tell learner or group enough about the lesson to make it genuinely interesting, yet keep the explanation brief?			
4. Did he place the learner or group in proper position for correct instruction?			

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Points to Check	Yes	No	Remarks
STEP II, PRESENTATION			
1. Did he demonstrate and explain one important step at a time? Could you follow the steps?			
2. Were the key points really stressed? Could you catch them?			
3. Did he instruct clearly, completely, patiently?			
STEP III, APPLICATION			
1. Did he have learner do the job?			
2. Did he correct errors?			
3. Did he provide enough time for practice?			
4. Did he have learner explain each key point as the learner did the job again?			
5. Did he really make sure the job or information was learned?			
STEP IV, TEST			
1. Did the test cover what has been taught in the lesson?			
2. On completion, could the learners do the job unaided? Did the learners possess the essential knowledge?			
3. Were checks made of their performance or did he indicate such checks would be made?			

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Points to Check	Yes	No	Remarks
C. ORAL QUESTIONS			
1. Did he use questions to motivate learners?			
2. Did he find out what learners already knew?			
3. Did he encourage active participation by use of questions?			
4. Did he spot-check instruction with questions?			
5. Did he use questioning to clarify points learners had not understood?			
6. Did he use questioning to stress important points?			
7. Did questions help hold the attention of the learner or learners?			
8. Were questions used to review material?			
9. Were questions brief and easily understood?			
10. Did questions require thought?			
11. Was each question limited to one main thought?			
12. Did each question have a specific purpose related to the subject under discussion?			
13. Did the instructor ask the question, then name a person to answer it?			

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Points to Check	Yes	No	Remarks
D. SIX RECOMMENDATIONS			
Did the instructor:			
1. Have a long-range goal, in addition to the immediate aims?			
2. Teach from the known to the unknown?			
3. Tie knowledge and skill together?			
4. Proceed from simple to complex, from easy to difficult?			
5. Reward success?			
6. Provide for practice or drill?			
E. RELATED INFORMATION LESSONS			
1. Did the instructor explain why the information should be learned?			
2. Did he make use of audio-visual aids when they were needed?			
3. Were actual trade situations the basis for explanations of how the information could be used?			
4. In Step III, were learners required to carry out an assignment related to the trade?			
5. Was a written test prepared for use in Step IV?			

JOB BREAKDOWN SHEET

JOB Complete Upper Baseplate OPERATION ____________________

IMPORTANT STEPS IN THE OPERATION Step: A significant action which advances the job or operation toward completion. (WHAT DOES THE WORKER DO?)	Key Points: The KEY to doing the job correctly, safely, efficiently, or accurately (WHAT MUST THE WORKER KNOW TO DO THIS JOB?)
1. Adaptation of an upper baseplate to an edentulous stone model.	1. Heat the baseplate. 2. Seat the baseplate in proper position on the model. 3. With fingers adapt the heated baseplate to the stone model. Avoid finger marks.
2. Cut away excess material.	1. Mark a pencil line 1/8" beyond the periphery. 2. Heat the baseplate. 3. With scissors cut away the excess beyond the pencil line. Be sure the baseplate material is heated and plastic before cutting. 4. Readapt the baseplate to the stone model each time it is heated.
3. Fold back the edge of the baseplate to form a round periphery.	1. Heat the base plate. 2. Adapt closely to the stone model. 3. Fold back the 1/8" material beyond the periphery to the body of the baseplate. 4. Press the edge to the body of the baseplate. 5. The periphery of the baseplate should be rounded and fit the stone model. 6. The baseplate should be a negative likeness of the stone model.

THIS JOB BREAKDOWN WAS MADE BY ____________________ DATE ____________

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INSTRUCTOR'S LESSON PLAN

Manipulative Skills

Unit____________

Lesson____________

JOB (or operation): Preparing Upper Baseplate

AIM (or purpose):
1. To construct an accurately adapted baseplate.
2. To identify this procedure as a major step in fabricating an upper denture.

TOOLS AND EQUIPMENT:
- Stone models
- Alcohol lamp or Bunsen burner
- Matches
- Soft lead black pencil
- 2 Paper towels
- Plaster bowl with cold water
- Oilcloth for work area
- Lathe
- Scissors
- Ruler (6")
- #7 Wax spatula
- Aker's Carver
- Chuck
- Burley Arbor Band

MATERIALS:
- Shellac baseplate (upper)
- Shadow Graphs
- Stone model (upper)

TEACHING AIDS:
1. Completed base plates on upper and lower stone models.
2. All materials and steps involved in fabricating a denture beginning with impression material to the final product, the denture.
3. Shadow Graphs

REFERENCES: Marquette Dental Techniques Laboratory Manual
Peterson, S.. The Dentist and his Assistant, C.V. Mosby Co., St. Louis, 1967.

I. PREPARATION (of the learner)

Baseplates constitute a major step in fabricating dentures.
Must fit the patient's jaws if the denture is to be comfortable and functional.
Must fit the patient's jaws to avoid irritating the oral soft tissues. Irritation to soft tissue can be a causative factor in serious disease processes.
Accuracy in preparation demonstrates skill.

II. PRESENTATION (of the skills):

Operations or Steps	Key Points (things to remember to do or say)
1. Immerse stone model in water.	1. The side with the initials is the outside of the baseplate.
2. Place stone model on bench with heel toward you.	2. Hold baseplate by heel and soften it over bunsen burner until it begins to wilt; baseplates are sufficiently heated when a perspiration appearing beading is visible. Avoid burning, cracking, or breaking.
3. Heat baseplate.	3. Heat both sides of baseplate; keep motion continuous.
4. Adapt palatal portion of upper baseplate to stone model.	4. Heat only one part of baseplate at one time.
5. Reheat baseplate.	5. Reheat the baseplate for adaptation of each portion.
6. Adapt facial portion of baseplate to stone model.	6. The back edge of the baseplate should rest on the two dots just anterior to the posterior denture line.
7. With pencil outline 1/8" periphery.	7. Dip fingers in bowl of cold water when adapting the baseplate to avoid burning the fingers.
8. Reheat baseplate.	8. Work from palatal portion to top of ridge; then down on the facial.
9. Using scissors cut away the excess beyond the pencil line.	9. Adapt 1/8" periphery closely to baseplate; peripheral surface should be even and round and not a sharp edge.
10. Turn back 1/8" periphery.	10. Excessively thick peripheral surfaces can be trimmed on the lathe.

III. APPLICATION (practice by learner under close supervision)

4 students prepare upper baseplates

IV. TEST (performance of skill to acceptable standards)

Entire group prepare upper baseplate

Suggested Reading for Student:

Marquette University Manual: Preparation of Baseplates

Peterson, S.. The Dentist and his Assistant, C.V. Mosby Co., 2nd ed., 1967, pp. 93-102.

Brauer, John C. and Richardson, R.E. The Dental Assistant, 3rd ed., McGraw-Hill Book Co., 1964, Chapter 27.

Skinner, Eugene W. and Phillips, Ralph W. The Science of Dental Materials, 5th ed., Philadelphia, W.B. Saunders Co., 1960, Chapter 5, pp. 170-3.

Schwartzrock, L.H. and Schwartzrock, S.P. Effective Dental Assisting, 2nd ed., William C. Brown Co., Dubuque, Iowa, 1958, pp. 381-388.

The Next Lesson Is: Adapting baseplate to the lower stone model.

SPECIAL CONSIDERATIONS FOR GIVING A RELATED INFORMATION LESSON

When the four-step plan is used for a related information lesson, these teaching points should be kept in mind:

1. In Step I, Preparation, more effort may be required to make the trainee realize he needs the information.
2. In Step II, Presentation, the instructor will most likely use a short illustrated talk; some instructors recommend a 25-minute maximum, with many lessons considerably shorter.
3. Every possible audio-visual aid, such as chalkboard, posters, or drawings, should be used.
4. Typical trade situations should be used when explaining the application of the information.
5. A short question-and-answer period after telling and illustrating the information will help the trainees learn.
6. In Step III, Application, learners should carry out an assignment involving actual occupational problems or other use of the information taught. Work on problems is done mostly in class with instructor giving individual help as needed.
7. The greater part of the time in the lesson should be devoted to Step III, and several periods of application may be needed to give enought drill.
8. In Step IV, Test, the instructor should examine the work of the learners and point out any errors. A summary of common errors may be given to the class, with corrections suggested. In some cases a short test should be given. When a test is used, the instructor should not assist learners in completing it.

INSTRUCTOR'S LESSON PLAN

Related Technical Information

Unit____________

Lesson____________

SUBJECT: Completed Upper Baseplate

AIM: To bring about an understanding of the importance of accuracy in preparation of baseplates and their use.

TEACHING AIDS:
1. Complete baseplates on edentulous stone models.
2. Occlusal rims mounted on baseplates.
3. Artificial teeth set in occlusal rims mounted on baseplates.
4. Processed dentures.

MATERIALS: Upper baseplates
Upper edentulous stone model

REFERENCES: Phillips, R.W. and Skinner, E.W., Elements of Dental Materials, W.B. Saunders Co., Philadelphia and London, 1965.

Parks, V.R. and Ashman, J.R., A Textbook for Dental Assistants, W.B. Saunders Co., Philadelphia and London, 1966.

I. PREPARATION (of the learner)

In the preparation of baseplates it is necessary to understand the importance of accuracy because they must fit the mouth; they serve as a temporary denture and are a means of getting to and from the mouth for all prosthetic procedures which include jaw relationship records and tooth arrangement.

II. PRESENTATION (of the information)

Instructional Topics	Things to Remember to Do or Say
A. Upper shellac baseplate	1. Is a thick, rigid, brittle pink wafer. 2. Similar in appearance to pink baseplate wax. 3. Is shaped to the form of the upper arch including the palate. 4. Is used as a base for the occlusal rim that is built in height to take the place of the extracted teeth. 5. Serves as a temporary denture. 6. May also be used for making impression trays.

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	7. Provides opportunity for the patient to try in a "waxed up" likeness of the finished denture. 8. Made of shellac.
B. Edentulous stone model	1. Is made of Hydrocal (artificial stone). Stone is more durable than plaster. 2. Is an exact likeness of the model or mouth. 3. Is used as the base for adaptation of the baseplate. 4. Placed in an articulator to simulate the patient's jaw.

III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

Illustrations:
- Blank Upper Baseplate
- Adapted Upper Baseplate
- Upper edentulous stone model

Oral questions:
1. What is the purpose of preparing baseplates?
2. Why is accuracy in preparation of primary importance?
3. Explain the process of rendering a baseplate pliable for manipulation.

IV. TEST: (final check on students' comprehension of material presented)

A group of participants will prepare an upper shellac baseplate.

Suggested Reading for Student:
Parks, V.R. and Ashman, J.R., A Textbook for Dental Assistants, W.B. Saunders Co., Philadelphia and London, 1966.

The Next Lesson Is: Preparation of a Lower Shellac Baseplate.

INSTRUCTOR'S LESSON PLAN

SUBJECT: Teaching Instructional Materials.

AIM (or purpose):
1. To develop an understanding of the purpose and value of instructional materials.
2. To discuss how to use instructional materials.
3. To discuss instructional materials available.
4. To prepare materials for classroom use.
5. To discuss sources of instructional materials.

MATERIALS:
Bibliography of Audio-Visual materials
Duplicated materials
Lesson plans
Examples of specific types of instructional materials
Supplies to construct instructional materials.

I. PREPARATION (of the learner)

Teaching is more effective when more than one of the senses is used. It is recognized that people do learn through materials. Audio-Visual materials are instructional tools for learning; they are learning materials in their own right. They are not necessarily "aids".

II. PRESENTATION (of the information)

A. Purposes and values of teaching materials

1. To clarify and simplify a complex device.
2. To show something hidden in the object; to show inaccessible processes.
3. To show relationships.
4. To show something too small to be shown to all.
5. To show something too large to bring to class.
6. To demonstrate a motion that cannot be described.
7. To illustrate.
8. To provide objectivity.
9. To stimulate interest and hold attention.

B. Types of Teaching Materials

1. According to sense stimulated
   a. Audio (ex.-records, tape recordings)
   b. Visual (ex.-slides, chalkboard)
   c. Audio-visual (ex.-sound films, television)
2. Types of instructional materials available
   a. Display materials.
      1. Photographs

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2. Flat pictures
3. Shadowgraphs
4. Charts
5. Graphs
6. Chalkboards
7. Felt boards
8. Magnetic boards
9. Bulletin boards
10. Exhibits

b. Projection materials
1. Slides
2. Film strips
3. Motion pictures
4. Overhead projectors
5. Opaque projectors

c. Recording materials
1. Radio
2. Phonographs
3. Tape recordings

d. Three-dimensional materials
1. Actual specimens
2. Models
3. Mock-ups

e. Duplicated materials

f. Free (or inexpensive) instructional materials
1. Pamphlets
2. Samples
g. "New media"
1. Teletrainer
2. Television
3. Programmed instruction

C. Using teaching materials
1. The selection of instructional materials is determined by:
a. The aims of the lesson
b. Availability of materials
c. Instructional level
2. Before the group meets:
a. Select objectives; decide exactly what the material is to help teach.
b. Preview materials which were not developed for the specific lesson or course, because they may contain information that is unnecessary or unacceptable. You may decide to show only part of a motion picture or other material after you have previewed it.
c. Rehearse the use of the material and plan explanation of it.
d. Have everything ready, so time need not be wasted during session, For projected materials, check equipment and have a spare bulb. Arrange the room for best viewing.
e. Complicated chalkboard drawings should be drawn before the session

    - f. Cover Display and Three-dimensional materials, so they will not be a distraction before they are used.
  - 3. During the class period:
    - a. Preparation of the learner.
      - 1. Introduce the material.
      - 2. Tell the learner what to look for.
    - b. Present the material.
      - 1. Show the material at the proper time during the lesson, but keep covered or hidden when not in use.
      - 2. Speak to the group-not to the material.
      - 3. Do not pass models around while they are being discussed. This procedure is distracting.
    - c. Following presentation:
      - 1. Question students.
      - 2. If a point has been missed, reshow or re-explain the material.
      - 3. Discussion.
  - 4. After the class period is over return the equipment or teaching materials to the proper place of storage.

D. Obtaining Teaching Materials

1. See mimeographed sheet "Sources of Teaching Aids".
2. Sources and Source Lists.
3. Inventory records of materials available should be on file.
4. Requisitions should be completed and directed to the proper individual.

E. Making teaching materials

1. The most effective instructional materials can be prepared by the instructor who knows what specific points he wants to teach, what terminology he wants trainees to learn, and just how he wants to use the aid.
2. When the instructor makes hiw own teaching materials, he first decides exactly what points he wants to teach, then he selects the kind of material that best meet both his requirements and his capabilities.
3. Instructional materials should be simple and easy to understand. See mimeograph sheets "Characteristics of a Good Visual Aid" and "How to use the Chalkboard".

III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

A. Look at your lesson plans and find two or three places where instructional materials might prove useful.

B. Select the particular teaching material you think would be most useful for each area selected.

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C. List what the teaching material is to accomplish--the specific information it should help you to teach.

D. Make a simple plan of use or sketch of the material.

IV. TEST (final check on students' comprehension of material presented)

A. Questions:

1. Why are motion picture films and filmstrips previewed before the session?
2. What five things can the instructor do concerning instructional materials before the class assembles?
3. Why does an instructor tell learners what they are expected to learn from a motion picture or filmstrip?
4. What two things can the instructor do to really use instructional materials?
5. In what situations would an instructor reshow a film?

B. The actual test of the preceding material is the successful use of instructional materials in the classroom situation.

USING TEACHING AIDS, A FEW RECOMMENDATIONS

Before the class meets:

1. Know what you want to accomplish. When using films or other aids you did not design, preview each one carefully to determine what to emphasize and what to ignore. You may find out you wish to show only a part of the film.
2. Rehearse the use of the teaching aid and plan comments.
3. Have everything ready so you will not have to waste group time fumbling around. For films, check projection equipment, have a spare bulb, arrange seats and screen for best viewing.
4. If chalkboard drawings are complicated, draw them ahead of time or have very light pattern on the chalkboard which you can follow.
5. Cover or hide display and three-dimensional aids so they will not distract the learners.

During the class session:

1. Don't let the aid be a substitute for the instructor. Use them, don't just show them. Make explanations; ask questions.
2. Show each aid at the proper time in the lesson, but keep it covered or hidden when it is not in use.
3. Speak to the group, not the teaching aid.
4. If models are used, do not pass them around while they are being discussed. This can be distracting, and learners can handle them later.
5. For a motion picture or filmstrip, make certain the learners know before the showing exactly what they are to look for. Otherwise, they may miss the important points, emphasize unimportant information, or consider the whole thing just a form of entertainment.
6. Reshow any film or other teaching aid if necessary to teach a point that has been missed.

CHARACTERISTICS OF A GOOD VISUAL AID

A visual aid is a specifically prepared drawing, model, or device that will expedite learning through the visual sense. When selecting or making a visual aid, the following points should be considered.

1. It should explain an abstract idea, show a relationship, or present a sequence or procedure that cannot be clarified without it.
2. It should be large enough to be clearly visible to everybody in the group. An aid is not an aid if part of the group cannot see it.
3. The lettering should be large and bold to avoid eyestrain from any point in the room. Avoid decoration and prevent distraction.
4. The wording should be easy for the learners to understand. Terms should be acceptable and in common use in the occupation itself.
5. The important parts should be accentuated by the use of bright color.
6. It should be made to scale, whether reduced or enlarged. The essential parts should be in proper proportions. Otherwise, the learner may be confused.
7. It should be constructed of good materials, so it can stand frequent use.
8. It should show evidence of good workmanship and be carefully finished in good taste.
9. It should be portable to permit its use in more than one location.
10. It should be protected with paint, shellac, glass, cellophane, or other protective materials.

HOW TO USE THE CHALKBOARD

Chalkboard work should be simple and brief. Copying lengthy outlines or lists of subject matter is a waste of time to instructor and trainee. If it is important for the trainee to have a copy of this material, it should be duplicated and distributed.

The chalkboard is similar to a store window. Everyone knows that an overcrowded, dirty, and untidy window display has little "stopping" value as compared to one that is clean and neat and displays a few well-chosen items.

The following rules for using the chalkboard should definitely increase its effectiveness as a visual aid:

1. Don't crowd the chalkboard. A few important points make a vivid impression.
2. Make the material simple. Brief, concise statements are more effective than lengthy ones.
3. Plan chalkboards ahead. Keep the layouts in your training plan folder.
4. Gather everything you need for the chalkboard before the group meets--chalk, ruler, eraser, and other items.
5. Check lighting. Avoid chalkboard glare. Sometimes it will be necessary to lower a shade and turn on the room light.
6. Use color for emphasis. Chrome yellow and pale green chalk are more effective than white chalk.
7. Print all captions and drawings on a large scale. The material must be clearly visible to each trainee.
8. Erase all unrelated material. Other work on the chalkboard distracts attention. Use a board eraser or cloth, and not your fingers.
9. Keep the chalkboard clean. A dirty chalkboard has the same effect as a dirty window.
10. Prepare complicated chalkboard layouts before the group meets.

SHADOWGRAPHS*

USE: to illustrate instrument arrangements.

DESCRIPTION: a white outline of an instrument on the black background of a sheet of single or double (preferably) weight photographic enlarging paper.

PREPARATION:

1. Assemble the instruments for the arrangement to be illustrated.
2. In a photographic darkroom, under a suitable safe light, place a sheet of enlarging paper, 8" by 10" or 11" by 14", emulsion side up, just as you would do in making any photographic enlargement.
3. On this enlarging paper arrange the instruments in the order you would want them on a tray or in a drawer. Allow sufficient space between the instruments so that there are no overlapping shadows. Position each so that the identifying ends or edges are clearly shown and cast a true shadow.
4. Stop the enlarge lens down to f22 or smaller.
5. Make exposure of 15 seconds.
6. Remove the exposed enlarging paper and develop by inspection to full blacks and whites.
7. Short stop (acetic acid); fix five to ten minutes, and wash for twenty minutes and dry as any enlargement.
8. With ink or felt pencil print on each instrument its name or number.

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* Work Simplification in Dentistry Harold C. Kilpatrick
W.B. Saunders Company, Philadelphia, 1964, pp. 146-148.

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SOURCES OF TEACHING AIDS

For most major trades and occupational areas, there is a large and readily available supply of teaching aids of one type or another. When planning a course or a lesson, contact the possible sources listed. If they do not have the actual aids, they may be able to direct you to an organization that does.

Local industries and employers
Employment office
Libraries and museums
The vocational division of your State Department of Education
Local school authorities
Vocational curriculum laboratories at universities
Manufacturers of equipment
Supply houses
Agencies of the U.S. Government, particularly, the Office of Education, U.S. Department of Health, Education, and Welfare, and the Government Printing Office.

Duplicated aids such as information sheets, assignment sheets, job sheets, training manuals, and teachers" guides for vocational subjects are available in wide variety. The booklet "Curriculum Materials for Trade and Industrial Education -- 1963 lists over one thousand such publications. It has 88 pages, price 35 cents. OE-84023A, Vocational Division Bulletin No. 303. It can be obtained from the U.S. Government Printing Office, Washington, D.D., 20402; or you may contact the Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 20202.

U.S. Office of Education, Three-Dimensional Teaching Aids for Trade and Industrial Instruction, 1961, 46 pages, price 35 cents. OE-84024, Circular No. 662. Order from Superintendent of Documents, Government Printing Office, Washington, D.C., 20402; or Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 20202.

STUDENTS' EFFORT

JOB BREAKDOWN SHEET

JOB Carving Wax Pattern **OPERATION**

IMPORTANT STEPS IN THE OPERATION **Step: A significant action which advances the job or operation toward completion.** **(WHAT DOES THE WORKER DO?)**	**Key Points: The KEY to doing the job correctly, safely, efficiently, or accurately** **(WHAT MUST THE WORKER KNOW TO DO THIS JOB?)**
1. Apply separating media	1. Apply with camel-hair brush 2. Apply thin layer 3. Apply in all areas
2. Place Wax	1. Heat spatula over bunsen burner in hot point of flame. 2. Melt wax into die. 3. Apply pressure to be sure accurate and wll-adapted to 4. Build to approximate shape of tooth.
3. Carve Pattern	1. Remove gross excess. 2. Carve pattern to anatomical function. 3. Polish margins with cotton.

THIS JOB BREAKDOWN WAS MADE BY Group V **DATE** July 7, 1967

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INSTRUCTOR'S LESSON PLAN

Manipulative Skills

GROUP V

Unit________

Lesson________

JOB (or operation): Carve wax pattern

AIM (or purpose): To carve an accurate wax pattern to identify this as a major step in fabricating a gold inlay.

TOOLS AND EQUIPMENT: Stone die, Camel-hair brush, Bunsen burner, wax spatula, Dappen dish, Cotton pliers, wax carver

MATERIALS: Inlay wax, Lubricant, Water, Cotton pellets

TEACHING AIDS: Overhead transparencies and Stone models

REFERENCES: Pauline Anderson, C.D.A., The Dental Assistant, Delmar Publishers
Wheeler, Tooth Form Drawing and Carving Manual

I. PREPARATION (of the learner)

1. Brief review of steps leading to fabrication of inlay pattern.
2. Brief explanation of reasons for choosing gold inlay.
3. Must be carved to functional occlusion to avoid trauma.
4. Accuracy in carving demonstrates skills and prevents reoccurance of decay.

II. PRESENTATION (of the skills):

Operations of Steps	Key Points (things to remember to do or say)
1. Apply separating media.	1. With camel-hair brush. 2. Thin layer. 3. In all areas. 4. Leave no excess.
2. Place wax.	5. Heat spatula over bunsen burner and touch to wax stick. 6. Carry quickly to prepared tooth die. 7. Repeat till preparation overfilled. 8. Heat spatula, insert in wax and apply finger pressure till wax hardens to assure accurate adaptation. 9. Build approximate shape of tooth.
3. Carve Pattern.	10. Hold instrument parallel to tooth surface for contour of pattern near margin.

II. PRESENTATION, continued

Operation or Steps	Key points (things to remember to do or say)
	11. Using tooth anatomy drawings text as guide, carve occlusal anatomy on pattern, create marginal ridges and shape proximal contour. 12. Polish with warm wet cotton.

III. APPLICATION (practice by learner under close supervision)

All students carve wax inlay with supervision.

IV. TEST (performance of skill to acceptable standards)

Entire class carve wax pattern with no supervision.

Suggested Reading for Student: Wheeler, Russell C. Tooth Form Drawing and Carving Manual

The Next Lesson Is:

INSTRUCTOR'S LESSON PLAN

Related Technical Information

GROUP II

Unit__________

Lesson________

SUBJECT: Mounting Radiographs

AIM (or purpose): To gain proficiency in mounting dental x-rays

TEACHING AIDS:
1. X-rays - periapical and bite wing
2. X-ray mounts
3. View box
4. Transparencies and overhead projector

MATERIALS:
1. X-rays - periapical and bite wing
2. X-ray mounts
3. View box

REFERENCES:
O'Brien. Dental Radiology. W.B. Saunders
Anderson, P. The Dental Assistant. Delmar Publishers, Inc. Albany.
Brauer and Richardson. The Dental Assistant. McGraw-Hill. New York.
Schwarzrock. Effective Dental Assisting. Wm. Brown. Dubuque.

I. PREPARATION (of the learner)

The mastery of the technique of properly mounting processed, dried films is mainly dependent on a full knowledge of tooth anatomy and its application to radiographs.

The student will be taught to understand and utilize her knowledge of anatomical landmarks in the mounting of x-rays.

II. PRESENTATION (of the information)

Instructional Topics	Things to Remember to Do or Say
A. Dental X-ray Film	1. Made from cotton fibers embedded in a strip of cellulose acetate. 2. Blue tint is applied to prevent eyestrain. 3. Coating of emulsion of suspended silver halide in gelatin is applied to the strip which is dried, cut, and placed in packets according to the desired size.
B. Types of films	1. Periapical - production of an x-ray visualizing all of the crowns and root of the tooth in the region of interest. a. Quantity - 14 full mouth

2. Bitewing - visualizes the crowns of the teeth only
    a. Quantity - 4
    b. Types
        1. Bicuspid bitewing
        2. Molar bitewing
3. Occlusal - visualizes a larger portion of the maxilla or mandible and the teeth which may be present.
4. Extraoral - visualizing the profile view of the head

C. Types of mounts

1. Cardboard
2. Celluloid
3. Both Cardboard and celluloid
4. Glass

D. Importance of mounting

1. Identification of patient
2. Diagnosis
3. Comparable
4. For easy use on the x-ray viewer
5. Orderly storage

E. Handling of films

1. Clean work area
2. Clean, dry hands - free of lotion
3. Handle films by edges, not on flat surfaces

F. Mounting

1. Raised dot - toward you when mounting
    a. Indicates tube side of film
2. If distal (referring to the anatomic surface of teeth) is to right, when viewed, the film is a view of the left side
3. If distal is to left, it is a view of the right side.
4. If it is an upper view - crowns should be placed in the mount with the incisal or occlusal surfaces pointed downward.
5. If it is a lower view the incisal or occlusal surfaces should be pointed upward.

G. Anatomical Landmarks

1. Upper Central Incisor
    a. both centrals present
    b. anterior palatine fossa
    c. ala of the nose
2. Upper Central and Lateral Incisor
    a. Central and lateral, half of adjacent central
    b. anterior palatine fossa
    c. ala of the nose
3. Upper Cuspid
    a. crown and apex
    b. oblique view of first bicuspid
    c. bifurcation of first bicuspid

4. Upper Bicuspid and First Molar
    a. bicuspids and first molar apices
    b. maxillary sinus
    c. zygomatic process
    d. oblique view of crowns and roots
5. Upper Molar
    a. second bicuspid and molar apices
    b. maxillary sinus
    c. tuberosity
6. Lower Central Incisors
    a. central and lateral incisor
    b. oblique view of cuspids
7. Lower Lateral Incisors
    a. central and lateral incisor
    b. half of adjacent central
    c. oblique view of cuspid
8. Lower Cuspid
    a. cuspid and first bicuspid
    b. half of lateral incisor
    c. oblique view of second bicuspid
9. Lower Bicuspid and First Molar
    a. distal half of cuspid
    b. first and second bicuspid
    c. first molar
    d. mental foramen
10. Lower Molar
    a. distal half of second bicuspid
    b. all molars
    c. mandibular canal
    d. oblique ridges
11. Bicuspid Bitewing
    a. distal of upper and lower cuspids
    b. first and second bicuspids
    c. first and second molar and mesial of third molar
    d. crowns and alveolar crest
12. Molar Bitewing
    a. distal of second bicuspid
    b. all molar
    c. crowns and alveolar crest

III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

Illustrations: Transparencies
Periapical films
Bitewing films
Film mounts

Drills: Students mount x-rays first time with close observation.
Second mounting of x-rays by themselves - check and have them correct errors.

Oral Questions: 1. Why is it important that x-rays be carefully marked?
2. Why should care be taken when mounting to be certain all films are mounted with the dimple in the same direction?

IV. TEST (final check on students' comprehension of material presented)

Students will mount full series of 18 films without aid.

Suggested Reading for Student:

Brauer and Richardson. The Dental Assistant. 3rd ed. McGraw-Hill Book Co. 1964. Chapter 18.

Schwarzrock, L.H. and Schwarzrock, S.P. Effective Dental Assisting. 2nd ed. William C. Brown Co. Dubuque, Iowa. 1964. Chapter 8

The Next Lesson Is: Records - The Appointment Book

INSTRUCTORS LESSON PLAN

SUBJECT: Performance tests for skills.

OBJECTIVES:

1. To discuss the use of performance tests for skills.
2. To learn how to construct a performance test for skills.
3. To practice the construction of performance tests for skills.
4. To practice identifying the areas of importance to be tested.
5. To practice the use of performance tests for skills.

MATERIALS:

Instructors lesson plan
Practice teaching lesson plans
Handout sheet-Performance Tests for Skills
Performance tests from Madison Vocational, Technical and Adult Schools

---

I. PREPARATION (of the learner).

Have you ever used performance tests for skills?

What are performance tests for skills?

Practical tests to determine whether the student can perform a skill to standards established by the occupation, institution, department and instructor. Performance tests must be planned and carried out under direct observation of the instructor.

What do the results of a performance test indicate?

-Student skill.
-Weaknesses and strengths of the student performance.
-Weaknesses and strengths of the teaching situation and method of instruction.

Do you feel a need to do a better job evaluating a skill by looking at more than the final product? What kinds of things can you look at and identify other than the final product?

II. PRESENTATION (of the information).

A. Steps in the preparation of a performance test for a skill.

1. Select the performance to be tested.
2. List the steps in the performance - the materials, instruments, equipment and instructions the learner will need to perform the skill.
3. IDENTIFY the steps of the performance that are to be tested. This is the most difficult area of the preparation of performance tests.

   Suggested guidelines:

   a. Accuracy.
   b. Thoroughness.
   c. Neatness.
   d. Speed.
   e. Observation and reporting.
   f. Organization.
   g. Knowledge of procedures.
   h. Following of procedures.
   i. Manual dexterity.
   j. Craftmanship.
   k. Safety measures.

4. Determine the acceptable standards (both QUALITY and QUANTITY) for each step that is to be tested.
5. Determine the relative value of each step listed.
6. Prepare a standardized scoring sheet for observing and evaluating the performance.
7. Prepare directions for the learner. Written directions are best; gives each student an equal chance.

B. Administering performance tests for skills.

1. Timing of performance tests.

   a. Adjust to the needs of the students; let the student arrive at the decision. When does she feel ready?

   b. Instructor to indicate regulations.

Example: 8 times tested for one skill

-four times to be graded
-four times first semester only
-four times second semester

(time lapse between testings -
"booster shot")

2. Preparation of student.
   a. Make sure directions and required standards are understood.
   b. Put student at ease.
3. Have working conditions as nearly identical as possible for each student and for each return of the same performance test.
4. Evaluate each step of the performance accurately and fairly.

III. APPLICATION.

The Institute participants are to divide into their practice teaching groups and construct a performance test using their lesson plans. The performance test constructed in each group will be shared with the rest of the participants.

ASSIGNMENTS:

Group I	Autoclaving instruments.
Group II	Mounting radiographs.
Group III	Mixing Zinc Phosphate cement for cementing an inlay.
Group IV	Tray set-up for a Class II cavity preparation.
Group V	Carving a wax pattern.
Group VI	Recording dental restorations.

TEST.

The actual test of the preceding material is the successful use of performance tests in the teaching situation.

PERFORMANCE TESTS FOR SKILLS

A performance test is used to decide whether a trainee can perform a skill--or do a job or operation--well enough to meet the standards of the occupation. Such a test should never be just a haphazard observation of the trainee doing a job. Instead, a performance test must be carefully planned and given if it is to provide an accurate evaluation of the trainee's accomplishment.

PREPARING TO GIVE A PERFORMANCE TEST:

1. Determine exactly what elements you wish to test. Are safety and precautions used? (Always important) Speed? Ability to plan work? Accuracy? Exactness in following steps and key points? Skill and confidence in using tools? Craftsmanship?

2. List the operations in the job or steps in the operation. The job or operation sheet may already contain such information.

3. By consulting the steps and key points in the job or operation, decide the acceptable standards for each element that is to be tested. Decide the relative value of each element.

4. Prepare directions to give the learner. Written directions are best since they can be standardized to give each trainee an equal chance.

5. Prepare a scoring sheet for use when giving the test. This will provide a standardized guide when observing and evaluating the performance of each learner. The design and content of such a sheet depend on what is being tested. Some sheets give a numerical value to each element test, while others simply indicate whether trade standards were met.

6. List and make available the materials, tools, equipment, specifications, and plans which the learner will need to perform the test.

Group III

Chybowski, Cooper,
Drew, Cunningham

Performance to be tested: To carve a wax pattern from a prepared die.

Equipment and Materials

Stone die
Camel-hair brush
Bunsen burner
Wax spatula
Dappen dish
Cotton pliers
Wax carver
Inlay wax
Lubricant
Cotton pellets
Water
Nylon rag

Instructions to the learner

Assignment - To carve a wax pattern on a prepared die.

Items to be tested (Total 25 points)

1. Assemble materials (5)________
2. Apply separative media (3)________
   a. Thin layer (2 Points)
   b. Covers all areas of preparation (1 point)
3. Place wax (5)________
   a. Proper heating (2 points)
   b. Accurate adaptation (3 points)
4. Carve pattern (6)________
   a. Instrument handling (2 points)
   b. Anatomical accuracy (2points)
   c. Marginal contours (2 points)
5. Polish - Cotton and/or Nylon (3)________
6. Time - 30 minutes (3)________

Times to be tested and graded - 2
When - immediately on completion of unit (after sufficient practice time and as a practical examination at term end).

Key

21-25	A Superior
16-20	B Very good; above average
11-15	C Average
6-10	D Poor, but passing (given a second chance if student wishes)
0-5	F Failing - must re peat examination

Group III

Cooper, Drew, Chybowski,
Cunningham

Practical Examination:

Mixing Zinc Phosphate Cement for Cementing an Inlay

A. Materials and instruments and equipment:
- glass slab
- zinc phosphate cement powder
- zinc phosphate cement liquid
- dispenser (measure)
- stopwatch or watch with sweep second hand
- sodium bicarbonate powder or solution

B. Instructions:

Set up, mix, and clean up a 7-drop mix of zinc phosphate cement to be used for cementing (luting) an inlay, Bring the finished mix to your instructor in the condition in which you would present it to your employer.

Optimum score 25 pts.

C. Steps to be evaluated:		Points
1. Assemble and prepare armomentarium	Total	5
a. Selection of proper materials from a choice of materials		2
b. Slab to correct temperature		2
c. Slab dry		1
2. Measure and divide powder and liquid		5
a. powder		
1. shake		1
2. dispense		1
3. divide		1
b. liquid		
1. swirl - check		1
2. handling of pipette - dispense		1
3. Mixing		10
a. timing		1
b. spatula technic		3
c. consistency of finished mix		3
d. neatness		2
e. Preparation for presentation to dentist - correct gathering up on material		1
4. Cleaning up		5
a. promptness		1
b. thoroughness		2
c. use of acceptable procedure		2

Times tested: 1
Times graded: 1

When: after completion of unit when student has had time to practice

LETTERS	PERCENTAGE	POINTS	WORD DESCRIPTIONS
A	93-100	4	Superior Outstanding Excellent Very Satisfactory
B	85-92	3	Above average Good
C	77-84	2	Average Fair
D	70-76	1	Below average Poor
F	0-69	0	Unsatisfactory

GRADE COMPARISON TABLE

CLASS PROGRESS RECORD KEYS

1.

☑ Operation or procedure completed

2.

Procedure Performed once ▖

Performed Three times ▟

Performed Twice ▄

Performed Four times █

3.

Has performed operation. ⧅

Considerable skill achieved. ◪

Can proceed alone. ☒

Expert skill achieved. ■

CLASS PROGRESS RECORD CHART

OPERATION:

NAME	Mounting Radiographs				
Anderson, JANE					

Notes on:

Requisitions, Reports, Records, Agreements, Schedules

Records - protection for the school

1. Name card
2. Health Emergency cards
3. Interviewing
4. Accident Report
5. Health History
6. Attendance Records -legal record -Card of book and can be used for grades.
7. Number and placement of graduates

Purpose of Records

1. Protection for the School
2. To register

Copy for teachers

4. Record of absences and other information
5. Final reports

All students required to have physical exams -becomes property of infirmary. Vocational Department keeps a health history (in the files) on each student.
Can be used in coumseling when there are frequent absences.
Need to be considered as potential office employee

Accident reports must be completed -student involved in school

Attendance Records - important

1. Tuition dependent upon attendance - the drop-out
2. Number of successful graduates
3. Number of drop-outs
4. Record of grades
5. A legal record

Annual Report

Have folder to slip material in all year long - may be required for progress reports.

Suggested Outline

I. Introduction (local picture, national trends, etc.)
II. Curriculum

Changes, improvements, visual aids purchased, field trips or new clinic experience, library (books)

III. Student Characteristics
Number of applications processed, accepted, admitted
Age range of class - previous education or training
Number graduated, withdrawals (reasons), placed

IV. Evaluation - methods used, studies started, completed

V. Areas of concern - special problems

VI. Future plans - expansion of program, new facilities, new equipment, additional faculty, etc.

VII. Faculty - inservice education, meetings attended - workshops, courses, national meetings, accomplishments - papers published, research, textbooks, local, national, service.

Requisitions

Supplies -know channels through which requisitions flow-inventory supplies, equipment - keep account of uses of supplies. (Fees may be assessed accordingly)

Forms used - supplies, visual aids, repair of equipment

Guest Speakers - Consultants

Policy of administration regarding remuneration, travel, forms for request, for payment.

Affiliations and Affiliation Schedules

Legal responsibilities of school, of dentist -philosophy-evaluations by dentist, by student.

Student's Evaluation of Course - Student Placement

All information provides material for a good cummulative student record and aids in program improvement.

Who does the work? Everyone needs to work together. Written job description of each one's responsibility - counseling, requisitions, records, etc.

Calendar known by students and faculty helps in motivation - special visits for dental assisting students as to a dental school, another program in assisting, a dental hygiene program, local and state dental meetings.

Marquette University
1967 Summer Institute for Dental Assting Teachers

Evaluation for Affilliation

1. Dental Office Location____________________________________

2. Distance from D.A. School________________________________

3. Means of transportation available___________________________
4. Office Hours______________________

5. Type of Office:
   General_______Speciality_______
   Individual_______Group_________

6. Auxilliary Personnel:
   a. one girl office __________
   b. receptionist and chairside assistant __________
   c. laboratory technician __________
   d. laboratory assistant __________
   e. dental hygienist __________
   f. other_____________________________

7. Professionalism
   a. Auxiliary Personnel:
      Physical appearance____________________________
      attitude toward student_________________________
      provides assistance to student__________________

   b. Dentist:
      provides teaching situations___________________
      attitude toward auxiliaries_____________________
      attitude toward patients_______________________
      attitude toward students_______________________
      does he work with chairside assistant__________

8. Physical structure of the dental office:
   number of operatories________
   type of dental unit(s)__________________________
   location of receptionist's desk_________________
   type of chair(s)________________________________
   location of dentist's private office____________
   ____
   location of laboratory__________________________

location of x-ray equipment____________________
protection used______________________________
types of sterilization used:___________________
____
high speed equipment___________________________

9. Type of recall system used in the office? Explain:

10. Type of record card used?

11. Method of charting used in the office?

12. Disposable items used in the office
   head rest covers________________
   tray covers_____________________
   bibs_________
   cups_________
   needles______
   others:

13. Special comments:

Marquette University
1967 Summer Institute for Dental Assisting Teachers

FIELD TRIPS TO:

Hospitals, Institutions, and Other Departments

1. Name of hospital or other ____________________

2. Location ____________________

3. Distance from D.A. School ____________________

4. Means of transportation available ____________________

5. Areas of experience offered:
   a. General dentistry ________
   b. Oral surgery ________
   c. Radiology ________
   d. Prosthetics ________
   e. General hospital facilities ________
   f. Other ____________________

6. Tour Guide
   a. Briefed on needs of the group ____________________
   b. Familiar with the profession ____________________

7. Arrangements for tour:
   a. Whom to contact ____________________
   b. How far in advance ____________________
   c. Hours and days for tours ____________________
   d. Length of tour ____________________

8. Preparation of student: Explain:
   a. Purpose of tour ____________________
   b. How evaluation is made ____________________
   c. Type of facilities to be toured ____________________

9. Instructor's Evaluation of Field Trip
   Did the experience provide the necessary information for the stated purpose ____________________
   ____
   Did the field trip provide information which could be related to areas of office practice experience for the students?
   ____
   ____

Did the field trip provide sufficient experience to compensate for the loss of classroom work?______________________

____

10. Other means of evaluating field experiences: Other methods.

MADISON VOCATIONAL, TECHNICAL AND ADULT SCHOOLS

School of Dental Assistants

AGREEMENT for affiliation with the ____________________________

____

for the students of the Madison Vocational, Technical and Adult School of Dental Assistants.

This agreement is made this ________________day of ______________ between the Madison Vocational, Technical and Adult School (hereinafter called the School) and ______________________________________ (hereinafter called the affiliating office or clinic).

It is agreed to be of mutual interest and advantage that the students enrolled in the Madison Vocational, Technical and Adult School of Dental Assistants be given the opportunity and benefit of the educational facilities of the ____ for clinical experience.

I. Responsibilities of the Madison Vocational, Technical and Adult School - School of Dental Assistants

It is agreed hereto as follows:

1. All students will have practiced the basic dental assisting skills in the school laboratory during the preliminary period until a moderate degree of proficiency is assured before being placed in the patient situation.
2. All students will have the following instruction before being placed in the patient situation: oral anatomy, oral pathology, dental terminology, bacteriology and sterilization, radiology, chairside assisting, dental lab procedures, interpersonal relationships, courtesy and etiquette, proper dress and manner in the professional office, ethical and legal responsibilities.
3. The school shall assign a coordinator to make coordinating visits to the affiliating office or clinic.
4. The school shall forward the names of the students for affiliation to the dental office or clinic at least one month before the starting date of the affiliation.
5. The school shall provide the affiliating office or clinic with a referral record which includes personal date, health history, student progress, and educational needs of each student.
6. The school shall provide the student evaluation record (efficiency rating) which the dentist completes.

7. The faculty of the school shall keep the channels of communication open between the two agencies through the coordinator of the dental assisting program.

II. Responsibilities of the affiliating dental office or clinic.

It is agreed hereto as follows:

Clinical Practice and Office or Clinic Teaching

1. The personnel of the affiliating office or clinic will recognize the student dental assistant as a participant in an educational program and that the office or clinic will be willing to cooperate in every way in making arrangements for teaching situations for the student that will contribute to her growth and development.
2. The student when in training at the office or clinic shall, at all times, be under the supervision of a dentist or his dental assistant.
3. Assignments in the clinic or office at no time shall exceed that which permits good care for patients and learning situations for the dental assistant students. It is recognized that assignments may vary with the ability of the student and the condition of patients in the office.
4. Students shall be given sufficient understanding of each patient's condition when assignments are made in order to safeguard the patients in the office and to help the student develop confidence.
5. Adequate time shall be allowed for orientation of students to the office or clinic.
6. At the end of the affiliation, a total evaluation shall be made for each student in terms of her personal characteristics, knowledge and

performance of dental assisting skills. The evaluation will be made by the dentist in cooperation with his dental assistant in the area in which the student gains her experience. The evaluation is to be reviewed and signed by the student in conference with the dentist or his assistant before the student leaves the affiliating office or clinic.

7. The office or clinic agrees to advise in regard to suitable housing for the out of town affiliating student. Cost of housing shall be assumed by the student.

Health and Welfare

8. Any liability to the students on the premises of the office or clinic shall be the liability of the student.

9. The office or clinic shall provide the student with emergency medical care (first aid in the event of an accident). All students are urged to have hospital insurance.

10. The office or clinic shall notify the coordinator of the school in the event of serious illness of the student. The coordinator will contact the parent, guardian, or nearest relative of the student and secure permission for medical and/or hospital care.

11. The student shall be subject to the rules and regulations of the affiliating office or clinic. The office or clinic shall have the right to discontinue the training of any student on its premises, but in such case the dentist shall refer the student to the school authorities for further disposition.

12. The student may be scheduled for assignment during the regular hours of the dental office or clinic. Such hours shall not exceed forty (40) during the week. The student is not to be scheduled for evening duty or Saturday duty.

13. This agreement shall be in continuous effect until such time as it becomes necessary for either party to revise, in which case at least four weeks notice shall be given.

14. The affiliating office or clinic has educational facilities for ________ (number of students) student or students.

In respect to the performance of this agreement for office or clinic training, the affiliating office or clinic will be represented by a staff member to be selected and designated by it; and the school will be represented by its coordinator for the Dental Assistant training course unless some higher authority directs otherwise.

Copies of this agreement shall be transmitted to the Wisconsin State Board of Vocational and Adult Education for the attention of Mr. Clarence Greiber, State Director.

MADISON VOCATIONAL, TECH. AND ADULT SCHOOLS	______________________ OFFICE OR CLINIC
By: ______________________ Director	______________________ D.D.S.
______________________ Supervisor	______________________ Clinic Manager
______________________ Coordinator	______________________ Dental Assistant

PLACING THE DENTAL ASSISTANT

by C. A. Ericksen

(Presentation at Marquette University, 1967 Institute for Dental Assisting Teachers, July 6.)

I. INTRODUCTION

1. AS INSTRUCTORS OUR PRIMARY OBJECTIVE IS TO PREPARE DENTAL ASSISTANTS FOR EMPLOYMENT.
2. ALTHOUGH WE ARE PRIMARILY CONCERNED WITH PREPARATION, WE ARE ALSO AFFECTED BY ADMISSIONS AND MARKETING.
3. REGARDLESS OF THE SIZE OF OUR ORGANIZATION, ALL THREE ELEMENTS MUST BE CONSIDERED. YOU SHOULD BECOME EXTREMELY INTERESTED IN THE QUALITY ADMITTED AND HOW WELL IT IS RECEIVED IN THE MARKET PLACE.
4. I AM SUGGESTING THAT WE TAKE A HARD LOOK AT "INPUT" AND "OUTPUT" JUST AS OUR COUNTERPARTS IN BUSINESS AND INDUSTRY.

   AS WE REVIEW THESE TWO FACTORS, HOPEFULLY WE CAN MOVE OURSELVES CLOSER TO A TEAM EFFORT.

II. WHAT ELEMENTS SHOULD BE CONSIDERED

1. THE FIRST PRINCIPLE WE SUGGEST IS THAT OF CONTINUOUS CONTACT WITH THE STUDENT FROM DATE OF ENTRY TO FIVE YEARS AFTER GRADUATION. FOR EXAMPLE:
   - a. ORIENTATION - WITHIN THREE MONTHS OF ENTRY
     - (1) IMPORTANT IN SHORT-RANGE PROGRAMS SINCE STUDENTS ENROLLED IN ONE YEAR PROGRAMS BEGIN INTERVIEWS AFTER FIRST SEMESTER
     - (2) EMPHASIS
       - (a) THE GROWING DEMAND FOR TECHNICIANS - SHORT- AND LONG-RANGE
       - (b) THE KIND OF ASSISTANT THE DENTIST SEEKS - PERSONAL CHARACTERISTICS AND SKILL

(c) THE KIND OF SCHOLASTIC RECORD YOU BUILD - FACULTY APPRAISALS

(d) THE SUCCESS GRADUATES HAVE HAD IN LOCATING EMPLOYMENT - NUMBER AND KINDS OF INTERVIEWERS, PAY SCALE.

b. EMPLOYMENT CLINIC - PRIOR TO FINAL SEMESTER

(1) EMPLOYER PRESENTATION ON "ARE YOU PREPARED FOR EMPLOYMENT" OR "A LOOK AT THE APPLICANTS"

(2) PLACEMENT PRESENTATION ON "SERVICE THROUGH YOUR PLACEMENT CENTER"

c. GRADUATE INTERVIEWS - DURING LAST SEMESTER

(1) PRELIMINARY INTERVIEW WITH PLACEMENT COUNSELOR - PROFILE OF RECORD

(a) HIGH SCHOOL RANK
(b) ACT SCORE
(c) GRADE POINT AVERAGE
(d) FACULTY EVALUATION
(e) APPEARANCE

(2) EMPLOYER - REVIEW OF VISITING FIRMS (WE ENCOURAGE EMPLOYERS TO INTERVIEW ON CAMPUS WHERE FACTUAL INFORMATION IS SUPPLIED.)

(a) PLACEMENT CENTER - A LABORATORY WHERE STUDENT CAN SELECT AND STUDY A VARIETY OF EMPLOYMENT OPPORTUNITIES

(b) EMPHASIS ON CHALLENGING OPPORTUNITY, GOOD SUPERVISION AND ON-THE-JOB TRAINING, SALARY AND FRINGE BENEFITS ARE SECONDARY FACTORS.

d. FOLLOW-UP STUDIES

(1) PROFILE OF A CLASS - QUALITY CONTROL

(2) EMPLOYMENT

(a) FROM FOUR-SIX MONTHS FOLLOWING GRADUATION
(b) TWO YEARS FOLLOWING GRADUATION
(c) FIVE YEARS FOLLOWING GRADUATION

2. A SECOND PRINCIPLE WE SUGGEST IS TO KEEP THE SYSTEM SIMPLE, DIRECT, AND FLEXIBLE

   a. OUR ECONOMY HAS HAD MUCH TO DO WITH THE "EASY SELL"

   b. BE PREPARED FOR THE "HARD SELL" - YOUR HONEST EFFORTS IN DEVELOPING GOOD PUBLIC RELATIONS WILL ASSIST IN OVERCOMING RESISTANCE

III. SUMMARY

1. AS INSTRUCTORS WE SHOULD -

   a. BE INTERESTED IN "INPUT" AND "OUTPUT"

   b. ENCOURAGE CLOSER WORKING RELATIONSHIPS BETWEEN THE SCHOOL AND INDUSTRY - THIS MEANS EFFECTIVE COMMUNICATIONS WITH ALL

   c. KEEP OUR OWN SYSTEMS SIMPLE, DIRECT, AND FLEXIBLE

   d. REMEMBER THE STUDENT THAT GRADUATES IS OUR PRODUCT

IV. SUPPORTING INFORMATION

1. YOUR EMPLOYMENT INFORMATION

2. INTRODUCTORY PERSONAL DATA

3. STUDENT EVALUATION

4. 1966 GRADUATE PROFILE

5. 1966 PLACEMENT REPORT

DENTAL AUXILIARIES TEACHER TRAINING INSTITUTE
MARQUETTE UNIVERSITY
June 26 - July 21, 1967

QUESTIONNAIRE FOR PARTICIPANTS FIRST DAY

1. What Subjects or courses will you be teaching this coming school year (1967-68)? (Check as many as apply to you.)

_______ Orientation to Dental Assisting
_______ Oral Anatomy
_______ Dental Materials
_______ Radiography
_______ Chairside Assisting Procedures
_______ Dental Laboratory Procedures
_______ Dental Office Management (Business Office Procedures)
_______ Pharmacology
_______ Other. Please Specify.

2. What do you foresee as your biggest problem areas in teaching?

_______ Depth of lecture material
_______ Breadth of laboratory experiences
_______ Content of related instruction
_______ Texts and reference readings for dental assistants
_______ Audio visual aids
_______ Constructing course outlines on a semester basis
_______ Guidance of the student
_______ Evaluation and testing of students
_______ Other. (Please comment.)______________________________
_______ Providing clinical experience for students

3. What do you foresee as your biggest problems in administering a dental assistant training program?

4. What do you, as an individual, hope to gain from this Institute during the next four weeks?

5. At this point in time, can you specify the teaching-learning experience you would like to have or at least be introduced to before this institute is over?

6. Do you have any suggestions which might make this institute more meaningful or useful to you?

EVALUATION BY PARTICIPANTS
1967 SUMMER INSTITUTE IN DENTAL ASSISTING

July 14, 1967, end of 3rd week

1. As you review what has been included thus far in the Institute, would you indicate your appraisal of the amount of time spent in various areas:

	Too much	Not enough	About right
a. Course construction	________	________	________
b. Curriculum planning	________	________	________
c. Course content	________	________	________
d. Methods of evaluation	________	________	________
e. Dental assisting technics	________	________	________
f. Educational aids	________	________	________
g. Practice teaching	________	________	________
h. Other (specify)	________	________	________

2. Could you identify what about the conduct of the Institute thus far has either helped or hindered your participation?

   a. Helped

   b. Hindered

3. What is your general or overall feeling about the Institute?

Quite satisfied ________

Somewhat dissatified ________

Neither satisfied nor dissatisfied ________

Can you identify why you feel this way?

4. As you relate this Institute to the responsibilities you will assume in September, do you feel you are getting the help you are seeking?

Yes ________

No ________

If yes, in what way?

If no, why not?

5. What specific learning experiences or specific discussion would you like to have included before the Institute is over?

You do not need to sign this evaluation.

SUMMER INSTITUTE - MARQUETTE UNIVERSITY

Part I - Final Individual Written Evaluation

A. Organization and Facilities

	YES	NO	NO COMMENT
1. Did you obtain sufficient advance information about the Institute to enable you to:			
a. make travel plans?	____	____	____
b. to complete personal commitments?	____	____	____
c. to obtain a leave of absence?	____	____	____
d. to find a substitute to replace you while away?	____	____	____
e. to make the best arrangements for your family?	____	____	____
2. Were you satisfied with your housing arrangements?	____	____	____
3. Were you satisfied with the eating facilities?	____	____	____
4. Were the physical facilities in the school adequate? For this Institute (room size, arrangement, etc.)	____	____	____
5. Did the Institute "run off smoothly"?	____	____	____
6. Were the break periods spaced properly?	____	____	____
7. Did you have enough opportunity to participate in class discussion?	____	____	____
8. Did you have enough opportunity for informal conversation?	____	____	____
9. Did the closeness and friendliness of the group inhibit your frank evaluation of your classmate's presentations?	____	____	____

10. Would you have liked more opportunity for field visits outside the school? ____ ____ ____

11. Would you recommend an Institute of this kind to another similar group? ____ ____ ____

12. Would you have liked more planned social activities during evenings and weekends. ____ ____ ____

13. Did you have sufficient orientation to the school and its facilities (library, Clinic, Union, etc.)? ____ ____ ____

14. Were you sufficiently well acquainted with the objectives of the Institute? ____ ____ ____

15. Was continuity maintained from one day's subject matter to another? ____ ____ ____

B. Teaching and Learning
(Please indicate your evaluation of the emphasis placed on the following areas)

	Too Much	Too Little	About Right
1. Time spent on course construction	____	____	____
2. Time spent on curriculum planning	____	____	____
3. Emphasis on principles of learning	____	____	____
4. Demonstration of 4-step method of instruction	____	____	____
5. Teaching of related information	____	____	____
6. Practice teaching of the 4-step method	____	____	____
7. Discussion of the use of instructional aids	____	____	____
8. Construction of instructional aids	____	____	____
9. Practice in the use of instructional aids	____	____	____

SUMMER INSTITUTE - MARQUETTE UNIVERSITY -Part I (cont'd)

10. Use of group instruction ___ ___ ___

11. Evaluation of field experience ___ ___ ___

12. Four - handed dentistry ___ ___ ___

C. Activities related to administration and teaching

1. Testing ___ ___ ___

2. Evaluation of students ___ ___ ___

3. Evaluation of Institute ___ ___ ___

4. Counseling with students ___ ___ ___

5. Preparation of teacher's manuals ___ ___ ___

6. Constructing performance tests ___ ___ ___

7. Selection of students ___ ___ ___

D. Organization and Management

1. Recruiting of students ___ ___ ___

2. Placement policies (of students) ___ ___ ___

3. Inventory of equipment and supplies ___ ___ ___

4. Reports, records, schedules, etc. ___ ___ ___

5. Function of advisory boards ___ ___ ___

6. Ordering supplies ___ ___ ___

7. Planning for new facilities and equipment ___ ___ ___

Summer Institute - Marquette University - Part I(cont'd.)

E. Will you please react to your general or overall feeling about the Institute and about what you liked or did not like?

MARQUETTE UNIVERSITY
604 NORTH SIXTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / 344-1000

SCHOOL OF DENTISTRY
DEPARTMENT OF DENTAL HYGIENE

TO: Participants of Marquette University 1967 Summer Institute

FROM: Institute Evaluation Committee

Now that you are back at work and busy with your dental assisting program, we are asking for your help in a final evaluation of the Institute. Your evaluation is needed for the final report we are now preparing for the United States Office of Education to justify funding of the Institute. (This report is due January 15, 1968).

We believe the most important part of the evaluation should be in terms of how adequately any of your needs were met. We assume that you will be able to relate the summer activities to your own job responsibilities better at this time of the year than you could last summer.

In preparing the enclosed questionnaire, we have directed part of it to those who are administering dental assisting programs and part to those who are teaching in the classroom. Please answer the portion of the questionnaire appropriate to your position.

Thank you for your help.

Enclosure

QUESTIONNAIRE - 1967 MARQUETTE UNIVERSITY DENTAL ASSISTING TEACHER TRAINING INSTITUTE

If you hold a Teacher Position in the dental assistant training program, please answer the following questions:

1. Which of the following practice teaching demonstrations have you been able to use in whole or in part? (Check as many as apply to your situation.)

__________ Preparation of Plaster Models in Rubber Molds

__________ Mounting Radiographs

__________ Anatomy: The Maxillary Molars

__________ Radiation Protection

__________ Carving Wax Pattern to a Cavity Preparation on a Model Tooth

__________ Recording Dental Restorations

__________ Types of Sterilization

__________ Records: The Appointment Book

__________ Mixing Zinc Phosphate Cement for a Luting Agent

__________ Tray Set-Up for a Class Cavity Preparation

__________ Use of a Pamphlet in Patient Education

__________ Care of the Dental Handpiece

2. Which of the following evaluation techniques have you been able to use in whole or in part? (Check as many as apply to your situation.)

__________ Student evaluation

__________ Doctor's evaluation of student

__________ Check Sheet for teaching four-step method

__________ Film evaluation

__________ Performance tests for skills

3. List the names of two films or other audio-visual aids which you were introduced to this summer and which you are able to incorporate into your program.

   a.

   b.

4. Which resources in your own community have you been able to draw upon? (Check as many as apply to your situation.)

   __________ Commercial Dental Laboratory

   __________ Dental Supply House

   __________ Telephone Company

   __________ Dental Assistants Association

   __________ Other (please name)______________________________

5. Please check the resources you are using for the first time:

   __________ Commercial Dental Laboratory

   __________ Dental Supply House

   __________ Telephone Company

   __________ Dental Assistants Association

   __________ Other (please name) ______________________________

6. Have you used the four-step teaching method in developing any teaching units?

   __________ Yes __________ No __________ Not as yet

   If yes, please cite one example: ______________________________

   ____

7. Have you had an opportunity to construct a course or revise an existing course?

   __________ Yes __________ No __________ Not as yet

   If yes, which course? ____________________________________

8. Did your experience this summer influence you in any of the following areas: (Check as many as apply.)

__________ Arranging sequential instruction

__________ Breadth and depth of related material

__________ Wording (phrasing) of objectives

__________ Selection of learning situations (applying theory to reality situation)

__________ Evaluation and testing

9. Do you feel you have a broader concept now of course content?

__________ Yes __________ No __________ About the same

10. Have you started to organize material for a teachers' manual?

__________ Yes __________ No __________ Not as yet

11. Did you pick up any ideas this summer which has favorably influenced the motivation of your students?

__________ Yes __________ No __________ Very little that I can use

12. As a result of your participation in the summer workshop, do you feel more confident in your present position?

__________ Yes __________ No __________ About the same

13. What areas would you like to see the next workshop focus upon?

__________ Radiography
    ___ -Teaching content in this area
    ___ - Techniques
__________ Four-handed dentistry
    ___ -Teaching content in this area
    ___ -Techniques
__________ Dental Laboratory Procedures
    ___ -Teaching content in this area
    ___ -Techniques
__________ Practice Administration

__________ Team teaching

__________ Constructing student evaluation tests

__________ Lesson plans

__________ Other (please name) ______________________________

14. Do you feel that the kinds of records you are now keeping on your students provide you with sufficient information for periodic evaluation and recommendation for placement?

_________ Yes _________ No _________ Partially

Thank you for your time and your cooperation in getting this information to us.

Miss Beth Linn
Miss Belle Fiedler
Mrs. Maud Gilbert

QUESTIONNAIRE - 1967 MARQUETTE UNIVERSITY
DENTAL ASSISTING TEACHER TRAINING INSTITUTE

If you hold an administrator position in the dental assistant training program, please answer the following questions:

1. For which of the following areas are you responsible? (Check as many as apply to your situation.)

__________ Recruitment of students

__________ Selection of students

__________ Counseling of students

__________ Over-all curriculum planning

__________ Selection of equipment

__________ Supply Purchasing

__________ Scheduling

__________ Report writing

__________ Selecting clinical experience

__________ Contracting for clinical experience

__________ Evaluation of clinical experience

__________ Selection of texts, teaching aids

2. As a result of your experience at the workshop this summer, which of these areas are easier for you to handle?

__________ Recruitment of students

__________ Selection of students

__________ Counseling of students

__________ Over-all curriculum planning

__________ Selection of equipment

__________ Supply Purchasing

__________ Scheduling

__________ Report Writing

__________ Selecting clinical experience

__________ Contracting for clinical experience

__________ Evaluation of clinical experience

__________ Selection of texts, teaching aids

3. Since you have been back on the job, in which of the following areas do you feel you have achieved the most progress?

_________ Recruitment of students

_________ Selection of students

_________ Counseling of students

_________ Over-all curriculum planning

_________ Selection of equipment

_________ Supply purchasing

_________ Scheduling

_________ Report Writing

_________ Selecting clinical experience

_________ Contracting for clinical experience

_________ Evaluation of clinical experience

_________ Selection of texts, teaching aids

4. Do you believe your dental assisting program functions effectively within the administrative framework of your school?

_________ Yes _________ No _________ No comment

5. If yes, why: ____

____

If no, why: ____

____

6. Do you feel that the kinds of records you are now keeping on your students provide you with sufficient information for periodic evaluation and recommendation for placement?

_________ Yes _________ No _________ Partially

Thank you for your time and cooperation in getting this information to us.

Miss Beth Linn
Miss Belle Fiedler
Mrs. Maud Gilbert

MARQUETTE UNIVERSITY
School of Dentistry
and
Division of Continuing Education
MILWAUKEE, WISCONSIN

1967 SUMMER INSTITUTE
Teacher Training in Dental Assisting

This Is To Certify That

Has Been A Contributing Participant

L. C. Alexander
Dean, School of Dentistry

Howard S. Gear
Continuing Education

Elizabeth M. Linn
Director of Institute